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AUTHOR Schlaefle, Elisabeth; Ernst, Shirley
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ABSTRACT

This handbook provides step-by-step procedures through which a task force can examine a school's reading program and can define goals and objectives for the future. Charts are provided to aid in the following processes: gathering data about the population served; assessing the current reading program and assigning priorities for improvement; comparing the current reading program to desired standards for successful reading programs; reviewing exemplary reading programs; developing behavioral objectives in relation to goals established by the task force; recording plans for diagnosis, prescription, and evaluation of selected objectives; considering additional personnel and materials that may be needed; determining future program costs; and monitoring progress in the completion of the charts. Appendixes provide numerous supplemental materials, forms, and checklists to use with the charts. Among the materials provided are an informal reading inventory, a scale to measure attitudes toward reading, and a glossary of terms. (GW)

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STATE OF IDAHO

DEPARTMENT OF EDUCATION

READING PROGRAM ASSESSMENT AND PLANNING HANDBOOK

BEST COPY AVAILABLE

June 1977

Prepared by

Elisabeth Schlaefle
Right-to-Read Consultant

and

Shirley Ernst
Reading Consultant, NIE Project

CS003623

A. D. Luke
Associate State Superintendent
Division of Instruction

Roy Truby
State Superintendent
of Public Instruction

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Mr. Ben Pease
4608 Shasta
Boise, Idaho 83703 (3)

Mrs. Berniece Ricks
174 N. 3rd West
Rexburg, Idaho 83440 (1)

Mr. Carlos Perez
1007 Banner
Nampa, Idaho 83651 (1)

Mr. Sherron Hanson
Rt. 3, Box 90
Idaho Falls, Idaho 83401 (2)

Mrs. Wilma Benintendi
P.O. Box 4113
Pocatello, Idaho 83201 (3)

Mrs. Norma Dobler
1401 Alpowa
Moscow, Idaho 83843 (3)

Dr. E. Coston Frederick
Reading Specialist
Boise State University
Boise, Idaho 83725 (3)

Dr. Roy Truby
State Superintendent of Public Instruction
STATEHOUSE MAIL
Boise, Idaho 83720 (2)

Ms. Driek Zirinsky
Language Arts Consultant
STATEHOUSE MAIL
Boise, Idaho 83720 (3)

Sister Placida
St. Gertrude's Convent
Cottonwood, Idaho 83522 (2)

Dr. Andrew Smith, Superintendent
Lewiston Independent School District
3520 18th Street
Lewiston, Idaho 83501 (1)

Dr. Lew Smith
1629 Lemhi Drive
Moscow, Idaho 83843 (3)

Mrs. Virginia Smith
Intermountain Gas Company
P.O. Box 7608
Boise, Idaho 83707 (3)

Ms. Josephine Snell
170 East 14th
Idaho Falls, Idaho 83401 (1)

Mr. Robert Sobotta, Principal
Lapwai Elementary School
Lapwai, Idaho 83540 (1)

Mr. James Stoicheff, Principal
Southside Elementary School
615 Lakeview
Sandpoint, Idaho 83864 (1)

Mrs. Erva Verner
619 S. Canyon
Nampa, Idaho 83651 (3)

READING PROGRAM

ASSESSMENT and PLANNING HANDBOOK

for use by

AN INDIVIDUAL SCHOOL BUILDING

INTRODUCTION

RIGHT TO READ is a commitment -- a solemn promise that we as a nation will do all in our power to see that individual expectations are fulfilled. This commitment provides motivation to implement at all levels of instruction the best that is known about the teaching of reading. This Handbook may serve as a valuable guide in the implementation of program review and planning.

The Reading Program Assessment and Planning Handbook is designed to assist individual schools:

1. To examine the current reading program,
2. To select and rank program priorities,
3. To compare the current program with a "Standards for Developing Successful Reading Programs" and with successful reading programs and practices,
4. To state goals and objectives which apply to the individual school,
5. To plan appropriate steps to implement a more effective reading program,
6. To assist those schools that have identified reading as a need in their Needs Assessment process and guide them in the formulation of plans for Elementary Approval.

Curriculum is developed and programs are planned as a result of involving school personnel in deliberations. These deliberations take into account the many variables in a particular situation. They can consider what the program is now and what the school wants the program to be. How to get from where you are to where you want to be is achieved by continuing the planning process.

There are several basic assumptions about program planning:

1. School personnel have at their disposal a significant amount of data on reading achievement and attitudes.

2. The only data to be incorporated into the reading program assessment should be that which can substantially and realistically aid the school in making necessary decisions.

3. Program assessment, in the sense in which it is used by Right-to-Read, requires consideration of an array of context variables (teachers, materials, attitudes, non-school resources) in relation to some desired (though not immediately stated) goal. Thus, data are called for which will be used later to determine the objectives of the reading program in this school as well as the resources required to reach those objectives.

4. The majority of decisions the school must make will not require information from the diagnostic profiles of individual students. Rather, information concerning group performance in a number of gross sub-areas of reading is required. However, actual implementation of a reading program does require diagnosis of each individual student's particular reading situation.

SUGGESTED PROCEDURES

A Task Force should be set up to carry out the reading program assessment and planning procedure and to monitor the program. That Task Force should include the principal of the school, a representative from the central administrative office, two representative teachers, at least two representative parents and others that seem appropriate.

The Handbook may be thought of as a self-study unit which is programmed so that a Task Force may follow a step-by-step procedure of collecting data and making decisions. Each member of the Task Force should have a copy of the Handbook and should record the data as it is discussed. The charts are used to summarize committee conclusions, to share findings and report recommendations as well as to clarify the planning process.

The appendix in the Handbook is to be used as an integral part of the work of the Task Force. Included are working papers for use in discussion, suggested forms to assist in the process, definition of terms, bibliography and other helpful information. When a form is to be used with a chart, instructions will be programmed in the directions. There will be frequent references to the appendix. Of particular interest is the "Inservice Needs Summary" which is to be used throughout the planning procedure. Because it specifies personnel deficiencies, the information may be summarized in the form suggested in the Appendix rather than on a chart. Another valuable form is "Determining Procedures for Curriculum Improvement in Our School." This form may be useful where no step-by-step procedure exists or where the procedure needs revising.

The end of the planning activity is signaled by completion of all entries on the charts. Pertinent data may, at this point, be compiled into a written statement which will be available to all participants in the program.

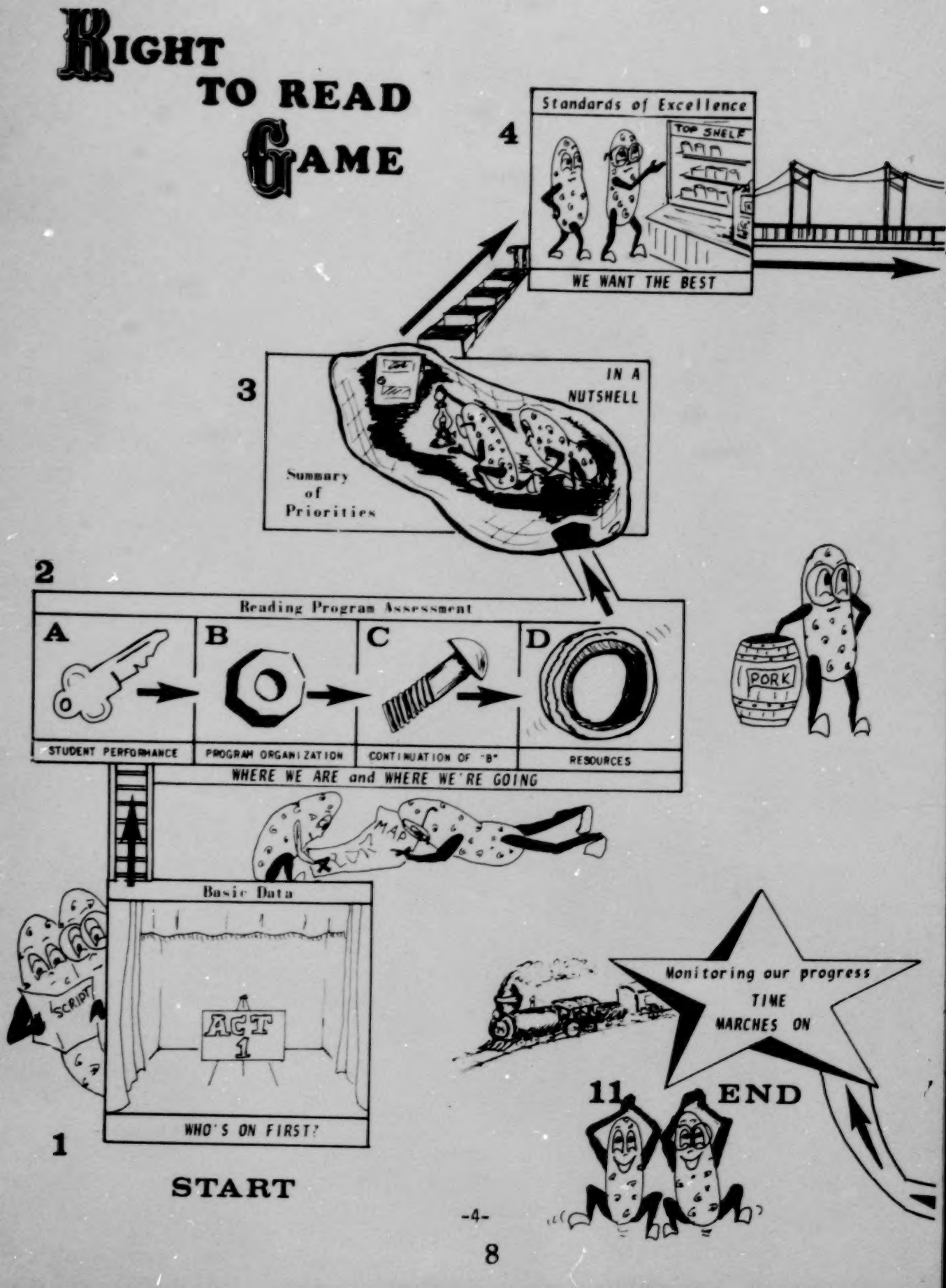
OTHER USES

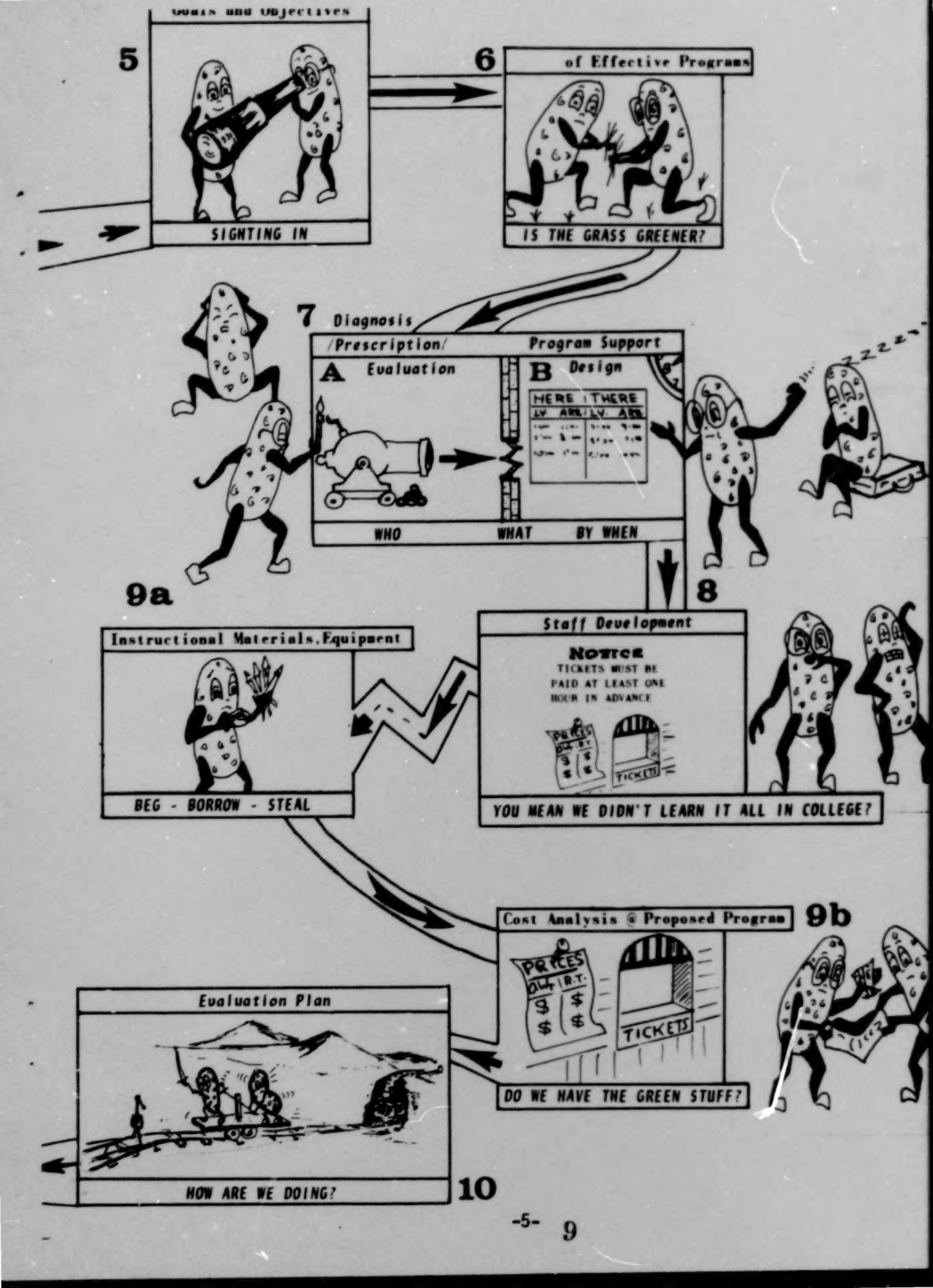
While the Handbook and charts are designed to apply to program revision in reading, they need not be limited to that segment of the curriculum alone. Other school personnel may find the process useful in discussing their curriculum needs.

Administrators may also find the material useful in providing guidance to various working groups or advisory committees. Suggestions for questions to be discussed can be generalized from the charts and the forms in the appendix. In some instances the step-by-step procedure may not be followed, but the kind of questions which need to be raised might be suggested by becoming familiar with what is offered.

Still another use of the material is in college courses in supervision and curriculum development as well as in reading instruction. Teachers in preparation can perceive their role as a teacher more clearly as they learn about a curriculum planning process. In any case, the emerging role of the teacher may include significant periods of time devoted to curriculum planning.

RIGHT TO READ GAME




Goals and Objectives
5
SIGHTING IN
6
of Effective Programs
IS THE GRASS GREENER?
7 Diagnosis
/Prescription/
Program Support
A Evaluation
B Design
HERE | THERE
LV ARR | LV ARR
WHO
WHAT
BY WHEN
9a
Instructional Materials, Equipment
BEG - BORROW - STEAL
8
Staff Development
NOTICE
TICKETS MUST BE PAID AT LEAST ONE HOUR IN ADVANCE
PRICES
O.W.
R.T.
TICKETS
YOU MEAN WE DIDN'T LEARN IT ALL IN COLLEGE?
Cost Analysis @ Proposed Program
9b
PRICES
O.W.
R.T.
TICKETS
DO WE HAVE THE GREEN STUFF?
Evaluation Plan
HOW ARE WE DOING?
10

BASIC DATA

"Who's On First?"

The purpose of Chart 1 is to describe the population served and to facilitate organization of the Task Force.

Suggested steps to follow:

1. Fill out blanks A through D.

2. Select a permanent chairperson and recorder for the Task Force. The recorder should be given the Meeting Report Form to be completed during this session. (See Appendix A-2)

3. Determine a regular schedule of meetings (1st Wednesday, 4 p.m. etc.) and set the next date, time and place.

4. Assign some member of the Task Force to get the "Additional Data" and record it before the next meeting.

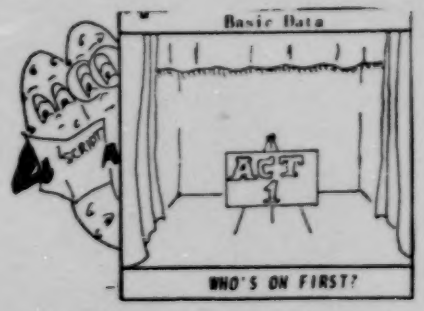
   (In order to derive approximate percent of student mobility [H] select one representative grade level and examine mobility data.)

5. All members will need to scan the entire handbook before the next meeting.

6. Discuss and decide to whom the minutes of your meetings will need to be sent. This list may be modified after you have worked through Chart 2D and "Determining Procedures for Curriculum Improvement." (See Appendix A-3)

7. Review your work against the "Check Your Work Form." (See Appendix A-4) As each chart is completed, the committee will be asked to evaluate the work they have done before going on to the next step. Dates will be recorded on Chart 10.

8. Adjourn meeting.



Right-to-Read
Chart 1

BASIC DATA

"Who's On First"

A. NAME OF SCHOOL _____

B. GRADE OR LEVEL _____

C. ENROLLMENT BY GRADE OR LEVEL _____

_____

D. TASK FORCE (names of members): PRINCIPAL _____

READING SPECIALIST _____ LIBRARIAN _____

DISTRICT OFFICE ADMINISTRATOR _____ TEACHERS _____

_____

_____ PARENTS _____

_____

_____ OTHERS _____

ADDITIONAL DATA

E. COMMUNITY REPRESENTED: _____CITY _____SUBURBAN _____RURAL

F. ETHNIC/RACIAL DISTRIBUTION:

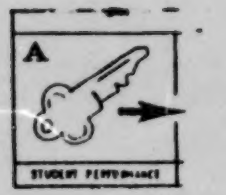
_____ % NATIVE AMERICAN _____ % ASIAN _____ % BLACK _____ % MEXICAN AMERICAN _____ % PUERTO RICAN

_____ % WHITE _____ % OTHER

G. ON FREE LUNCH _____ %

H. MOBILITY (LAST THREE YEARS): _____ % STUDENTS _____ % TEACHERS

Handbook
Chart 2A -- Explanation



READING PROGRAM ASSESSMENT

"Where We Are and What We're Doing"

The purpose of chart number 2 is to review the components and record the current status of the present reading program of the school, and assign priorities for improvement.

Suggestions for sources of data and methods of collecting and recording are provided in the following pages, and in the appendix of this handbook. Data should be recorded as collected on the blank charts in the handbook and may be transferred to the larger charts for display. A "Data Collection Form" is included in Appendix A-5.

Central to assessment and planning a reading program are, of course, the individual students who are experiencing reading difficulties. The importance of their needs must determine the program's emphasis on a diagnostic-prescriptive approach to the teaching of reading. Unique individual problems such as bilingualism or bidialectalism will eventually require further study.

The Task Force must gain a broad view of:

1. Specific areas in which student performance seems most in need of improvement.

2. Patterns of reading difficulties within and between grades or levels.

3. Other factors which may affect reading progress in school, such as an overall climate of expecting success or lack of it.

The 2A chart which follows is for recording data regarding how students read as well as their interests in, and their attitudes toward reading. Specific areas of greatest need will emerge as the data are examined and should become high priority items in planning the new program.

Some of the information requested on Chart 2A may be in the Needs Assessment Project document.

Right-to-Read
Chart 2A -- Directions

Suggested steps to follow:

1. Record on chart 10, page 34, starting date for chart 2A.

2. Read Appendix (A-6) on Standardized Tests.

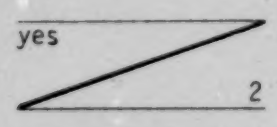
3. Discuss and decide on a plan to collect needed data regarding Standardized Tests. (You may have none available at this time.) You may choose to distribute the "Data Collection" form (Appendix A-5) to each teacher for completion or, in some instances, to the secretary who may have access to this information.

4. On chart 10, record an estimated completion date for chart 2A.

5. Record compiled data on the small Chart 2A in the handbook.

6. Read the Appendix A-10 on Informal Measures.

7. Answer and record "yes" or "no" to the questions in Section B, Informal Measures.



8. Discuss and read consensus about the numerical rating to be assgned to each item. (See Appendix A-18)

9. Answer and record "yes" or "no" to the questions in Section C, Evaluation Strategies, and use the rating scale as in Steps 7 and 8.

10. Read the Appendix A-19 "Assigning Priorities for Objectives."

11. Discuss and reach consensus regarding the priorities and record them in the "Ranked Priority" column.

12. Discuss the needs for inservice of the high priority items. List these needs on the Staff Development Summary Form. (See Appendix A-20)

13. Evaluate work on this chart using "Evaluation Procedure, Check Your Work" (See Appendix A-4) and record on Chart 10 the completion date.

Right-to-Read
Chart 2A

READING PROGRAM ASSESSMENT
"Where We Are and What We're Doing"

PROGRAM ELEMENTS

GRADE OR LEVEL

I. Student Performance

RANKED PRIORITY

*A. Standardized Tests
- o Word Recognition
- o Vocabulary
- o Reading Comprehension
- o Spelling
- o Word Usage
- o Study Skills

Record months above or below norm:

B. Informal Measures
- o Is an Informal Reading Inventory given to each student?
- o Is an Attitude Toward Reading Survey given?
- o Is a Reading Interest Inventory given?

Answer yes or no and rate 1, 2, 3, 4, or 5 (See Appendix A-16)

C. Evaluation strategies
- o Diagnostic methods are used with most or all students to determine individual reading needs
- o The teacher has formulated or selected specific objectives for each student and performance is measured in terms of these objectives
- o Records of progress are kept for each individual student's performance
- o Students are kept informed of their progress and are involved in self-evaluation (teacher-student conferences)

Answer yes or no and rate 1, 2, 3, 4, or 5 (See Appendix A-16)

* -- This data was probably recorded in the Needs Assessment Project.

Right-to-Read
Chart 2B -- Directions

The purpose of Chart 2B is to help the Task Force view the organization of the reading program and determine what approaches are used for instruction. Upon completion of the K section, careful consideration should be given to assessing the continuity of the approach in the primary skills. Because different approaches may use a different learning sequence most students probably should complete a sequence of primary skills as developed by one approach or another to minimize the possibilities of omissions and confusions in their learning. (see Walcutt et al, Appendix Bibliography)

Suggested steps to follow:

1. Record on Chart 10 starting date for Chart 2B, and estimated completion date.

2. Discuss and answer "yes" or "no" to questions A through J.

3. For section K, gather data required from each grade/level teacher and record.

4. Examine for continuity as suggested above. For more complete information regarding approaches, the Task Force may wish to read Aukerman and/or Walcutt, et al, (see Appendix Bibliography)

5. Discuss, reach consensus, and assign priorities (1, 2, 3) to items A through J.

6. Discuss the needs for inservice of the high priorit items. List these needs on the Staff Development Needs Summary" form. (See Appendix A-20)

7. Evaluate and record on Chart 10 the completion date for Chart 2B.

-11-

Right-to-Read
Chart 2B

GRADE OR LEVEL

RANKED PRIORI

II. Program Organization

A. Is reading taught as a separate subject?

B. Is reading taught indirectly through other subject-matter courses?

C. Is special assistance provided for students in special need of reading help?

D. Is single teacher/multi-subjects organization used in the reading program?

E. Is a reading specialist available to teach students and/or consult with teachers?

F. Is team teaching used in the reading program?

G. Is student cross-age teaching used?

H. Is a program in effect using a certificated teacher on a one-to-one or small group basis?

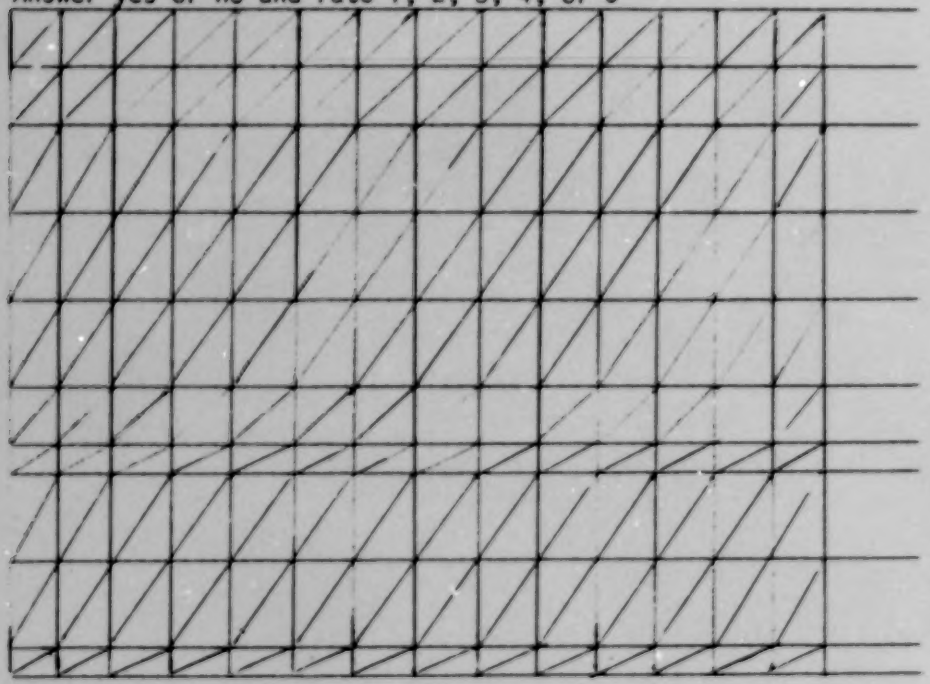
I. Is an aide available to serve as paraprofessional staff member to assist the reading teacher?

J. Other (Specify) _____

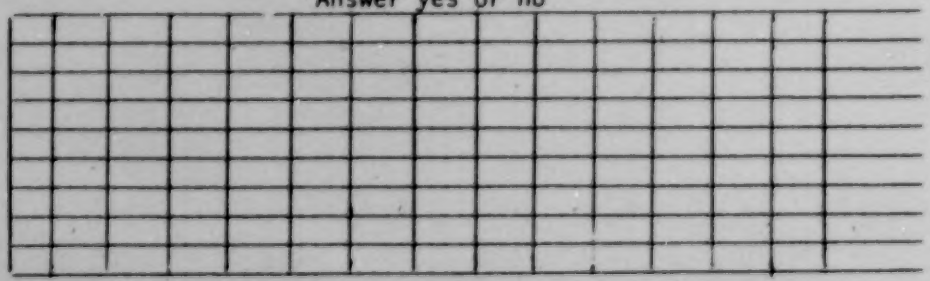
K. Which of the following basic approaches and techniques are used for reading instruction?

- o Meaning Emphasis
- o Code Emphasis
- o Linguistics
- o Modified Alphabet
- o Programmed Learning
- o Individualized Reading
- o Language Experience
- o Eclectic
- o _____

Answer yes or no and rate 1, 2, 3, 4, or 5



Answer yes or no



Right-to-Read
Chart 2C -- Directions

The purpose of Chart 2C is to examine grouping patterns and determine the status of provision for articulation of the reading program K-12.

Suggested steps to follow:

1. Record on Chart 10 starting date for Chart 2C, and estimated completion date.
2. Collect data on grouping patterns from teachers.
3. Record compiled grouping data on Chart 2C in the handbook.
4. Discuss and answer questions "yes" or "no" under Section M.
5. Discuss each item and rate (1 - 5). (See Appendix A-18)
6. Discuss, reach consensus, and record the priority (1, 2, 3) given each item. (See Appendix A-19)
7. Evaluate and record on Chart 10 the completion da for Chart 2C.

Note: If grouping patterns seem to need modification, go to Chart 5 and add "Grouping Patterns" to the Program Component list.

Right-to-Read
Chart 2C

GRADE OR LEVEL

L. What student grouping patterns are used?
- o One-to-One
- o Small groups (5 or less students)
- o Large groups (6 or more students)
- o Total Class
- o Heterogeneous
- o Homogeneous
- o Is there need to study group patterns?

Check those used:

RANKED PRIORITY

Yes _____ No _____ Priority? _____

M. What features of a planned and articulated reading program are evident?

Answer yes of no and rate 1, 2, 3, 4, or 5.

- o Is a single planned, systematic program for teaching decoding skills used for most students in the school?
- o ...comprehension skills used for most students in the school?
- o ...study skills used for most students in the school?
- o ...vocabulary skills used for most students in the school?
- o Is there an alternative program provided for individual children who need it?
- o Does the teacher use the text manual and supportive materials?
- o Is a written record of skills mastered by each student (basal and recreational) passed to the next teacher?
- o Is a written record of each student's reading level provided for content area teachers at junior and senior high?
- o Is provision made in the school for careful reading placement of the entering student who comes with no records?
- o Is initial reading instruction provided in the student's first language?
- o When will money be allocated for major change of reading materials? (date) _____

Right-to-Read
Chart 2D -- Directions

The purpose of Chart 2D is to help the Task Force look at the resources, both material and human, available in the building to teach reading and to ascertain the district decision makers and the process regarding curriculum changes.

Ultimately, however, any differences that occur in instruction will be in the classroom and for this reason assessment of teacher and paraprofessional skills is most important.

The number of books per student in the library, as well as the organization for their use, has significant ramifications in the reading program. Appropriate books, both basal and supplemental, in adequate number for every level of student is equally important. This does not mean a copy of the same book per student for each grade level. It may mean books representing a wider variety of difficulty for use with students of varying degrees of reading development with the same grade or level. "Appropriate" may mean an alternative approach for those who have not been able to succeed in the text used for most children in the district. "Appropriate" may also mean instructional material at the correct level of difficulty for each student and may also mean material that has not been used in earlier grades. That is to say, a 6th graders reading at the 3rd grade level (or 10th grade level) need material interesting to them which is written at their instructional level and that they have not used or seen used previously by peers.

Suggested steps to follow:

1. Record on Chart 10 starting date for Chart 2D, and estimated completion date.
2. Discuss and plan an appropriate way for your building to complete the "Survey of Training in Reading Form," and "Paraprofessional Skills Form."
3. Assign some Task Force members to determine the number of books in library and calculate the book per student ratio and determine whether the AASL's recommended standards are met. Record on the chart.
4. Discuss, reach consensus, and record "yes" or "no" on the questions regarding textbooks and supplemental instructional materials.
5. Assign a Task Force member to determine and record the number of hours available to the school by reading specialists, outside consultants and volunteers.
6. Determine if there is a specific procedure in your district for improving curriculum.
7. If a procedure exists, complete the "Determining Procedures for Curriculum Improvement in Our School." (Appendix A-3)
8. Optional: If no procedure exists, complete any questions that you can on the above-mentioned form paying particular attention to IV.
9. Discuss, reach consensus and assign priorities to the appropriate items.
10. Evaluate and record completion of Chart 2D on Chart 10.

Right-to-Read
Chart 2D

RESOURCES		YES	NO	PRIORITY
Skills Assessment of Classroom Teachers of Reading	Has the "Survey of Training in Reading Improvement Form" been completed for each member of the certified staff? (See Appendix A-22-23)			
Skills Assessment of Paraprofessional Personnel	Has the "Paraprofessional Skills Improvement Form" been completed for classified instructional staff? (See Appendix A-24)			
School Library	Total number of books in the library collection _____			
	Does the school have at least 10 books per student?			
	Does the school meet the standards for school media of the American Association of School Libraries? (See Appendix A-25-31) "Media Programs: District and Schools"			
Textbooks	Are adequate and appropriate reading textbooks available for each level of student performance?			
Supplemental Instructional Materials	Are adequate and appropriate supplementary books and materials available for each level of student performance?			
Staff Reading Specialists	Number available to school _____			
	Hours available per week _____			
Outside Consultants	Hours available per week _____			
Volunteers	Hours available per week _____			
DECISION MAKING	Has the "Determining Procedures for Curriculum Improvement in Our School" form been completed?			

Right-to-Read
Chart 3 -- Directions

The purpose of Chart 3 is to provide a display of the selected goals arranged in three categories as determined by the Task Force.

Suggested steps to follow:

1. Review Charts 2A, 2B, 2C and 2D. Enter all items from these charts that are ranked "1" in the Category 1, Critical of Chart 3. Items ranked "2" should be entered in the Category 2, Important column, etc.

2. All items that have been entered in the Category 1, Critical column represent the first series of goals to be accomplished by the Task Force. The other categories will be reserved for action by the Task Force as the critical goals are completed.

Note: As additional charts are completed and more data gathered, other high priority needs may become evident. If so, add them to this chart.

Right-to-Read
Chart 3

SUMMARY OF PRIORITIES (GOALS)
"In a Nutshell"

CATEGORY 1 Critical	CATEGORY 2 Important	CATEGORY 3 Desirable

-18-

STANDARDS FOR DEVELOPING SUCCESSFUL READING PROGRAMS

"We Want the Best"

The purpose of Chart 4 is to create awareness among the instructional staff of the Standards for Developing Successful Reading Programs and to allow them to compare the reading program with the Standards.

Note: Steps 2 and 3 may be carried out in a staff meeting because all staff are involved, not the Task Force only.

1. Before the staff meeting at which this assessment will be discussed, duplicate Chart 4 for each staff member.

2. Read and discuss each of the items of the Standard.

3. Distribute the duplicated charts asking staff members to mark "yes" or "no" according to how they see each standard being accomplished with appropriate comments. The staff should also fill in columns 3 and 4. The marking of the chart may be done in private, in conference with the principal, or in group situations and may be signed or unsigned.

4. Compile the information and record on the chart.

5. Examine, discuss and note the inservice needs on Staff Development Needs Summary. (See Appendix A-20)

6. (Optional) At this point, the entire staff may wish to develop a building philosophy statement regarding the teaching of reading.

7. Evaluate work on this chart and record appropriate information on Chart 10.

Right-to-Read
Chart 4
(Duplicate as needed)

STANDARDS FOR THE DEVELOPMENT OF SUCCESSFUL READING PROGRAMS

STANDARDS	1 Is this being accomplished now? Yes	1 Is this being accomplished now? No	2 If Yes: How do you know? If No: Why?	3 Do we want to see this accomplished? Yes	3 Do we want to see this accomplished? No	4 If No: Why not?
I. COMMUNITY AND SCHOOL						
The entire community views reading, both in school and out-of-school, as fundamental to the total educational system, and as a measure of that commitment contributes to and supports reading activities at all levels.						
1. The whole school atmosphere reflects commitment to the importance and enjoyment of reading.						
2. Each school has a reporting system that fully and accurately communicates a student's progress in reading to his or her parents.						
3. The school introduces, explains, and periodically presents the reading program to the school community.						
4. The district is willing to share teaching methods and materials which have proved effective in reading program.						
5. The local public library is recognized as a partner in the reading effort.						

STANDARDS	1 Is this being accomplished now? Yes	1 No	2 If Yes: How do you know? If No: Why?	3 Do we want to see this accomplished? Yes	3 No	4 If No: Why not?
II. SCHOOL ORGANIZATION AND ADMINISTRATION						
The school provides an organized and consistent approach to basic reading instruction.						
Program						
1. The classroom climate reflects respect for and support of each individual child's progress in reading on the part of both teachers and students.						
2. Each teacher of reading shows a knowledge of the scope and sequence of reading skills as a basis for learning to read.						
3. Coordination exists between the basic reading curriculum and other reading and language arts programs including federally funded and volunteer programs.						
4. A continuous record-keeping system is maintained for each student's reading progress.						
5. The school works cooperatively with existing preschool programs, such as Head Start or public library activities, to coordinate reading development.						

STANDARDS	1 Is this being accomplished now? Yes	1 Is this being accomplished now? No	2 If Yes: How do you know? If No: Why?	3 Do we want to see this accomplished? Yes	3 Do we want to see this accomplished? No	4 If No: Why not?
6. The district supports adult reading instruction.						
7. The district encourages summer reading programs for enrichment and remedial instruction.						
8. Each school in the district has access to a library media center which is managed in such a way that students may use it easily.						
9. The district has adopted and implemented a plan for evaluation of students' reading skills which has been developed by the staff and includes written justification for the methods of evaluation selected.						
Staff						
1. Teachers employed as reading teachers have appropriate professional qualifications.						
2. The school adjusts student/teacher ratios as necessary to meet the objectives of the reading program.						

STANDARDS	1 Is this being accomplished now? Yes	1 Is this being accomplished now? No	2 If Yes: How do you know? If No: Why?	3 Do we want to see this accomplished? Yes	3 Do we want to see this accomplished? No	4 If No: Why not?
3. The district has continuous staff development in reading for all teachers, administrators, and supportive personnel, and an incentive plan for those participating.						
4. Teachers at all levels are trained to teach and use those skills necessary to get students to read subject material effectively.						
5. The district has recruited and trained volunteer helpers in reading instruction.						
6. Each school has a library media center staffed by professional and support personnel.						
7. The district has a qualifed director of reading activities who has the authority, responsibility, and time granted by the Superintendent and Board of Trustees to organize, implement, and coordinate a comprehensive reading program.						

STANDARDS	1 Is this being accomplished now? Yes	1 Is this being accomplished now? No	2 If Yes: How do you know? If No: Why?	3 Do we want to see this accomplished? Yes	3 Do we want to see this accomplished? No	4 If No: Why not?
III. INSTRUCTION						
The staff is committed to learning; the individual child's learning to read is the focus for greatest consideration.						
1. Sufficient time is allowed for the learning tasks related to reading.						
2. Opportunities are provided for extending children's experiences as a necessary part of the total reading program.						
3. Teachers of reading at the junior and senior high school levels as well as the elementary levels show a knowledge of developmental reading as it relates to the reading curriculum of the district.						
4. Provision is made for teaching every student at his or her own instructional level, learning style, and reading interests.						
5. Every teacher demonstrates knowledge of various methods and materials used in the teaching of reading.						

STANDARDS	1 Is this being accomplished now? Yes	1 Is this being accomplished now? No	2 If Yes: How do you know? If No: Why?	3 Do we want to see this accomplished? Yes	3 Do we want to see this accomplished? No	4 If No: Why not?
IV. FACILITIES AND MATERIALS						
Materials for continuous and consistent reading programs are provided and utilized.						
1. Appropriate supplementary materials to support the basic reading curriculum are provided and used.						
2. Instructional and practice reading materials are available in a central location in each school for use by all teachers as needed.						
3. A wide variety of print and non-print materials at all levels of learning is available and readily accessible.						
4. Materials are utilized which recognize different races, cultures, sexes, and physical or mental capabilities.						

Right-to-Read
Chart 5 -- Directions

REVIEW OF EFFECTIVE PROGRAMS
"Is The Grass Greener?"

The purpose of Chart 5 is to review programs and literature of exemplary practices of teaching reading in accordance with criteria selected by the Task Force to aid in the development of program objectives.

The U.S. Office of Education Right-to-Read Effort under a contract to American Institute for Research of Palo Alto, California has studied more than 2,500 programs and will have validated twelve effective reading programs for packaging AIR will also publish a descriptive catalogue which describes promising practices and programs which appear to be successful but did not meet stringent data requirements necessary for packaging. These are available through the Idaho Right-to-Read Office.

The completion of this chart may take considerable time because locating, writing for information, studying, and/or arranging for visits to other programs is not a short-term process but its importance should not be overlooked. To omit this step could result in many wasted hours. Why attempt to rely on your own resources to reach your goals when other districts may have faced and solved some of the same problems?

State Departments of Education, Intermediate School District offices, colleges, publishers, district reading coordinators, state libraries, as well as local staff and community people may have information regarding programs to visit and research. The professional journals often carry articles describing ways to meet district needs that could spark creative ideas among the Task Force members.

Visitations, however, can be meaningless. To avoid this problem all Task Force members should have clearly in mind their specific objectives. That is the purpose of checking components prior to a visitation. Members also need to use an organized system to note and bring back pertinent information to the entire Task Force so all may help decide if the "Grass is Greener."

Suggested steps to follow for this chart:

1. Discuss the program components listed at the top of the chart.
2. Check ✓ those that are important to your district in light of any deficiencies that you may have found in using Charts 2A, B, C, D.
3. List and check other components that may be apparent after the study of the Standards.
4. List in the blank spaces and check other components that are unique to your district needs.
5. List in the left columr programs to visit and/or study and check components each includes.
6. Decide who will be responsible for arranging each visitation, conducting a study of those too far away to visit, and compiling the information gathered.
7. Develop a system which will aid each member of the Task Force to become fully aware of the contribution of every visitation and study to your overall plans for improving reading in your district. (See Appendix A-32 "What Am I Looking For?")
8. Compare, select, and mark good examples of program components that may be included in your proposed progra
9. Evaluate and record completion of this chart on Chart 1C

Right-to-Read
Chart 5

REVIEW OF EFFECTIVE PROGRAMS
"Is the Grass Greener?"

Select and check program components that are important to your district.

Program Component	Class Organization and Schedule	Diagnosis Prescription Methods	Instructional Approach	Student Motivation	Parent/Community Involvement	Personnel Requirements	Staff Development	First Language Instruction	Materials	Materials Keyed to Skills	Instructional Equipment	Management System	Recordkeeping	Facilities	Evaluation	Start-up Cost	Per Pupil Operating Cost		
Effective Program Locations																			

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Right-to-Read
Chart 6 -- Directions

The purpose of Chart 6 is to develop behavioral objectives in relation to goals established by the Task Force. Competency in writing behavioral objectives is needed for Chart 6 and if lacking, inservice or the study of appropriate materials is indicated (see Clark, Gronlund, Gross, Mager, Appendix Bibliography). Although the completion of Chart 6 may not be easy, it holds potential for tremendous rewards.

The "Goal" statements should indicate the outcomes expected by the Task Force in light of any deficiencies shown on Charts 2A, B, C, D. They are generally expressed in general (non-measurable) terms. Example: To improve the word analysis skills of students in the primary grades. For each goal there may be several (number will vary) steps necessary

These steps are the statements that need to be expressed in behavioral terms. Example: When given the alphabet orally in a random order by teacher or tutor, the student will write the upper case letters with 100% accuracy (or other criteria). A behavioral objective has these aspects: (1) description of the expected level of performance (written with 100% accuracy) and (2) the conditions under which the expectancy should be reached (presented orally by teacher or tutor). These behavioral objectives are critical to the development of the program because they establish an objective basis for measuring program effectiveness and for guiding program change, whenever that becomes necessary. Behaviors should also refer to performances that call upon the same instructional materials being used in the school's program. They must also reflect the unique needs of the district as well as the local resources.

After the behavioral statements are completed, they can be linked to particular instructional materials as the prescriptive phase of a Diagnostic -- Prescriptive -- Evaluative system. There may be need for the continuous development of new objectives as the program evolves and improves.

Suggested steps to follow:

1. Assess the abilities of the Task Force members to write behavioral objectives using Evaluation Exercise: Recognizing Well-Defined Objectives (Appendix A-33)

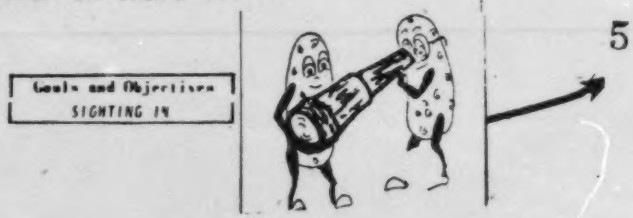
2. If help is needed, arrange for inservice or see Appendix Bibliography (Clark, Gronlund, Gross and Mager).

3. Convert each critical category statement from Chart 3 to a goal statement and enter in one of the larger areas at the left of the chart.

4. Write, in behavioral terms, the steps needed to accomplish each of the goal statements.

5. Discuss and decide if there is a need for inservice work regarding writing and using objectives for the entire staff. If so, record on the "Staff Development Needs" form. (See Appendix A-20)

6. Evaluate the work on this chart and record the appropriate information on Chart 10.



Right-to-Read
Chart 6

GOALS AND OBJECTIVES

"Sighting In"

*Additional copies of this chart may be needed.

GOALS (CRITICAL PRIORITIES)	BEHAVIORAL OBJECTIVES (SOLUTION STRATEGIES)

Right-to-Read
Chart 7A -- Directions

The purpose of Chart 7A is to record plans for diagnosis, prescription, and evaluation of selected objectives in learning activities. Using the learner objectives (not curricular) from Chart 6 and the information obtained on Charts 2A, 2B, 2C, and 2D, the Task Force should be able to determine a method of measuring growth for each objective. It is important to realize that both teacher and commercially prepared instruments have value in the process. The instruments selected must measure the objective under consideration. For instance, to meet a skill goal such as "improving word recognition in the primary grades," the Task Force might develop as one objective: "Given a list of sight words, the student will accurately and instantly pronounce each word as it is presented to him." This is the diagnostic phase of teaching and should reveal which words the student knows and which he must learn. The prescriptive phase comes next, in which certain activities should prepare the student to reach the objective. The activities may vary, but whatever is done should be specific for that objective. The evaluation stage comes when the student has completed the activities and is again asked to recognize the words at sight. If he can do so, the objective has been reached, if not, reteaching is indicated.

Instruments that measure specific objectives come in many forms: standardized tests, criterion measurement, attitude surveys and interest inventories. Be sure that the diagnostic instrument measures the current state of knowledge of the objective, the instructional materials fit the students' needs and if the initial instruction does not accomplish the objective, provision is made to redirect efforts using alternative materials. Suggested steps to follow:

1. List the learner objectives in behavioral terms taken from Chart 6.

2. Determine the test or other evaluation technique to be used to measure current knowledge of the selected student population for the objective.

3. After discussion and study of possible instruments, list the person responsible for acquiring or developing the test/technique for use and record by what date it will be needed. (Pretest)

4. Determine what materials will be needed to teach to the objective. List the materials needed, the person responsible for obtaining them, and by what date they should be available for use.

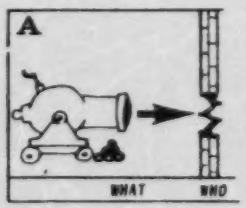
5. Determine the technique for evaluating the instructional activity. (Post-test)

6. After discussion and study of possible evaluative materials, list the person who will be responsible for acquiring or developing the test/technique and record by what date it will be needed.

7. From the information in former steps, determine a pre- and post-test schedule. At this stage of your planning remember that revision of the time span may be altered in the future.

8. Discuss and decide if inservice will be needed in order for the staff to use the tests and other evaluative techniques indicated on this chart. If so, record on the "Staff Development Need" form. (See Appendix A-20).

9. Evaluate your work on this chart and record completion date.



Right-to-Read
Chart 7A

ACTION DESIGN

"Who, What and By When"

	DIAGNOSIS		PRESCRIPTION		EVALUATION		
LEARNER OBJECTIVE	Test or Other Evaluation Technique Available	Test/Technique Acquired or Developed By Whom	Materials Available	Materials Needed Acquired or Developed By Whom	Test/ Technique Available	Test/Technique Acquired or Developed By Whom	Estimated Evaluation Schedule Pre | Post

Right-to-Read
Chart 7B -- Directions

GOALS AND OBJECTIVES

Section B is for those objectives that are not student or learner objectives. As an example, an objective to develop and print individual student record cards for decoding skills would go in this section.

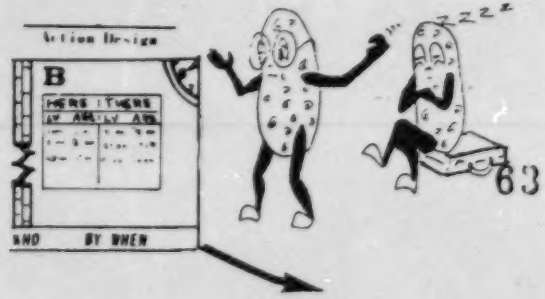
Completion of this chart will provide a review of the status of program elements selected for improvement. Right beside this a brief statement of the improvements to be made will provide means of ready comparison.

Who will carry out each objective? When do you expect the objective to be completed? These questions will lead the Task Force to make these critical decisions.

With this section completed perhaps the objectives are half completed. Remember what Ben Franklin said, "Well begun is half done!"

Suggested steps to follow:

1. List the curricular objectives. Example: Grades K-6 will begin to use a management system in decoding skills for all children by November 1, 197__.
2. Describe current status of the program element (Diagnostic, Prescriptive Methods) to be changed. Example: (1) nonexistent or (2) available, but not used.
3. Describe the status to be achieved. Example: management system in decoding skills operating at all levels.
4. Decide the action to be taken and record name of person who will take responsibility for organizing forces to achieve the objective.
5. If inservice will be necessary to achieve the objective, list on "Inservice Needs Form." (Appendix A-20)
6. Discuss, decide, and record a realistic date for completion.
7. Proceed to the next objective, if any.
8. Evaluate and record completion of Chart 7B on Chart 10.



Right-to-Read
Chart 7B

ACTION DESIGN

"Who, What and By When"

CURRICULAR AND OTHER OBJECTIVES	CURRENT STATUS PROGRAM ELEMENT TO BE CHANGED	DESCRIPTION OF IMPROVEMENT TO BE MADE	RESPONSIBLE PERSON	DATE TO BE COMPLETED

Right-to-Read
Chart 8 -- Directions

COST ANALYSIS FOR PROPOSED PROGRAM
"Do We Have The Green Stuff"

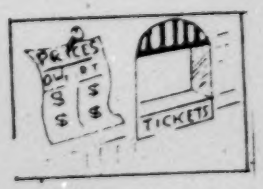
The purpose of this chart is to focus consideration on additional personnel and materials which may be needed to carry out the objectives determined for this program. By completing this chart, you will be able to estimate the personnel and other costs for each objective selected. Attention is directed to two areas: (1) instructional personnel needed to implement action for achieving each objective and (2) costs of additional staff time, materials, and supplies necessary for inservice and curriculum planning.

Do you have sufficient number of staff members to do the job? For each objective, you will need to answer this question for both certificated and non-certificated staff. Will you need additional work days for staff inservice and curriculum planning? How many days total? Your personnel office should be able to help you estimate these costs. Do you have the professional books you need and other materials for staff development? Will you need consultative services? If you will, make an estimate of what you will need and the cost.

Your totals will help you determine whether each objective is realistic at the present time as you consider its cost in relation to resources available. The completed chart may be helpful to you in justifying requests for additional allocations for your reading program.

This chart shows what additional dollars will buy. Suggested steps to follow:

1. List your objectives from Chart 6.
2. Discuss, decide and answer "yes" or "no" regarding the adequacy of your entire staff to carry out the first objective (Column A).
3. If your answer is "yes," proceed to Column F. Discuss and decide if additional work days will be needed for inservice and/or curriculum planning. Answer "yes" or "no." If the answer is "no" record and go on to your next objective.
4. If the answer to Column A is "no," discuss, decide and record in Columns B and D the number of certificated and/or classified personnel needed. Estimate the cost and record in Column C and/or E.
5. Proceed to Column F. If the answer is "yes," decide and record in Columns G and I the estimate of additional days needed for inservice and/or curriculum planning. Estimate costs and record in Column H and/or J.
6. Refer to Staff Development Needs Form. (Appendix A-20)
7. Estimate cost of professional materials, supplies, consultative services, workshops, etc., and record Column K.
8. Column L = C + E + H + J and K. Record estimate of total additional costs for this objective.
9. Proceed to your next objective, if any.
10. Total all columns at bottom of the chart. Add Columns C, E, H, J and K for total cost of proposed program.
11. Consider the cost in relationship to resources available. You may need to refer to "Determining Procedures for Curriculum Improvement in Our School." (Appendix A-3)



ight-to-Read
hart 8

COST ANALYSIS FOR PROPOSED PROGRAM

"Do We Have the Green Stuff?"

	A		B	C	D	E	F		G	H	I	J	K	L
	Is staff number adequate?		If no, additional certificated personnel needed	Estimated annual cost	If no, additional classified personnel needed	Estimated annual cost	Are additional work days necessary for inservice and/or curriculum work		If yes, additional certificated days necessary	Estimated cost	If yes, additional classified days needed	Estimated cost	Professional materials and supplies for inservice and planning	Estimate of total additional cost
Our Objectives	Yes	No					Yes	No						
TOTALS 68														

Right-to-Read
Chart 9 -- Directions

INSTRUCTIONAL MATERIALS, EQUIPMENT AND SERVICES

"Beg, Borrow or Steal"

The purpose of Chart 9 is to provide means of listing materials, equipment and services currently available and of determining costs of additional instructional materials and services needed to implement the stated objectives. An inventory of the building's materials must be available to complete this chart.

Suggested steps to follow:

1. Study the building inventory.
2. Check (✓) items necessary to proposed program.
3. Record each checked item for Columns A, B and C if quantity known.
4. Decide who will be responsible to determine and record the number for Column C (Number available from other sources.)
5. Decide who will be responsible to determine cost per individual item.
6. Decide who will be responsible for calculating and recording costs. (Column E)
7. Evaluate and record the completion of this chart and on Chart 10.

Right-to-Read
Chart 9

INSTRUCTIONAL MATERIALS, EQUIPMENT AND SERVICES

"Beg, Borrow or Steal"

ITEMS (Check ✓ only those necessary to proposed program)		A Number needed for program	B Number available in school	C Number available from other sources	D Number to be purchased	E Estimated cost if purchased
Basal texts	○					
Programmed texts	○					
Workbooks	○					
Worksheets	○					
Tests	○					
Multi Media kits	○					
Paperbacks (non-cataloged)	○					
Magazines, Newspapers	○					
Games/Simulations	○					
First Language Materials	○					
Library Materials	○					
Films, Filmstrips	○					
Instructional Equipment	○					
Parent/Community Expenses	○					
Field Trips	○					
Other	○					

MONITORING OUR PROGRESS

"Time Marches On"

The purpose of Chart 10 is to record planned and current programs in the completion of the Right-to-Read charts. A continuous evaluation process is necessary to make this system work. Chart 10 is used to record progress, but the actual evaluation procedure is carried out using the "Check Your Work" form. (Appendix A-4) This procedure is followed as each chart is completed before proceeding.

Suggested steps for Chart 10:

1. At the first Task Force session record the "Beginning Date" and "Proposed Completion Date" for Chart 1.

2. After Chart 1 is finished, and before recording the "Completion Date," the entire chart should be evaluated using the criteria on the "Check Your Work" form. (Appendix A-4)

3. Proceed to next chart and repeat Steps 1 and 2 for 2A, 2B, 2C, 2D through 9.

Right-to-Read
Chart 10

MONITORING OUR PROGRESS

"Time Marches On"

CHART	BEGINNING DATE	PROPOSED COMPLETION DATE	COMPLETION DATE	NOTE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Chairperson of Task Force

APPENDIX A

A-1 Purposes

A-2 Task Force Meeting Report

A-3 Determining Procedures for Curriculum Improvement

A-4 Check Your Work

A-5 Data Collection

A-6 Standardized Tests

A-7 Standardized Tests

A-8 Anchor Test

A-9 Anchor Test

A-10 Informal Reading Inventory

A-11 Informal Reading Inventory

A-12 Attitude Scale and Reading Attitude

A-13 Attitude scale

A-14 Attitude Scale

A-15 Attitude Scale

A-16 Attitude Scale

A-17 Interest Inventories

A-18 Rating Scale Information

A-19 Assigning Priorities for Objectives

A-20 Staff Development

A-21 Staff Development

A-22 Survey of Training in Reading

A-23 Teacher Skills Improvement Form

A-24 Paraprofessional

A-25 Media Programs

A-26 Media Programs

A-27 Facilities

A-28 Facilities

A-29 Facilities

A-30 Facilities

A-31 Facilities

A-32 "What Am I Looking For?"

A-33 Recognizing Well-defined Objectives

A-34 Checklist

PURPOSES OF THE RIGHT-TO-READ CHARTS 1 -- 11

1. The purpose of chart number 1 is to describe the population served and to facilitate the organization of the Task Force.

2. (Sections A, B, C, D). The purpose of chart number 2 is to review the components and record the current status of the reading program. Further, to assign priorities for improvement of the school's reading program.

3. The purpose of chart number 3 is to provide a display of the selected goals arranged in 3 categories as determined by the Task Force.

4. The purpose of chart number 4 is to record self-assessment by the instructional staff of readiness to carry out the program components.

5. The purpose of chart number 5 is to develop behavioral objectives in relation to goals established by the Task Force.

6. The purpose of chart number 6 is to review programs and literature of exemplary practices of teaching reading in accordance with criteria selected by the Task Force to aid in the development of program objectives.

7. (Sections A, B). The purpose of chart number 7 is to record plans for diagnosis, prescription, and evaluation of selected objectives in learning and curriculum, and to determine instructional approaches, methods, and techniques.

8. The purpose of chart 8 is to record plans for staff development needs to implement the stated objectives.

9. (Section A, B). The purpose of chart number 9 is to provide means of listing materials, equipment and services currently available and of determining costs of additional instructional materials and services, and personnel needed to implement the stated objectives.

10. The purpose of chart 10 is to record the continuous evaluation of the program.

Right-to-Read
For Use With All Charts
(Duplicate as needed)

RIGHT TO READ TASK FORCE MEETING REPORT FORM

Date_____

Check -- if present

MEMBERS' NAMES

Chairperson _____ ____ _____ ____
Recorder _____ ____ _____ ____
_____ ____ _____ ____
_____ ____ _____ ____
_____ ____ _____ ____

OTHERS: _____

The Task Force Worked on Chart _____. Discussion topics, activities and decisions were:

1.

2.

3.

If more space is needed, please use the back of this sheet.

At our next meeting (Date _____ Time _____ Place _____) we will consider Chart_____.

Our assignments before the next meeting are:

_____

_____

Signed _____
Recorder

Recorder Note: Please complete this form at the meeting and give to school secretary (or other person) to type and distribute to the following people:

A - 2

DETERMINING PROCEDURES FOR CURRICULUM IMPROVEMENT
IN OUR SCHOOL

I. Who has control over curriculum change in our school:

	YES	NO
Must the U. S. Office of Education approve changes in our reading program?	___	___
Must the State Education Agency approve?	___	___
Must the county or intermediate district approve?	___	___
Must our school board approve?	___	___
Must our superintendent approve?	___	___
Must an administrator of instruction approve?	___	___
Must a district instruction committee approve?	___	___
Must the teachers' bargaining unit approve?	___	___
Must the parent organization approve?	___	___
Must the principals' group approve?	___	___
Must a reading specialist approve?	___	___
Must the building principal approve?	___	___
Must each teacher approve?	___	___
Other _____?	___	___

II. Write out the step-by-step procedures used for changing curriculum in this school in this school district.

III. Are modifications needed in the school's curriculum improvement processes and procedures in order to bring about a more effective reading program? (Yes or No)

IV. If modifications are needed, what proposal will you make? To Whom?

EVALUATION PROCEDURE

"Check Your Work"

As each chart is completed, the Task Force should examine the results, using the following procedure:

A. Review the product

1. Have all of the steps required for the completion of the chart been considered and provided for?

2. Are the results accurate?

3. Is there concensus that the Task Force is now ready to proceed to the next chart?

B. Recycle when needed

1. If the Task Force is not satisfied with the quality of the work performed the tasks should be repeated until a concensus of satisfaction is reached.

2. When concensus is reached, the chart is completed and the Task Force proceeds to "C".

C. Provide appropriate progress reports

1. Accurate records of decisions and action should be maintained.

2. A variety of reports may be essential. The district administrator may need a constant flow of information, given directly by the chairperson while the district faculty may receive written periodic progress reports.

D. Secure authority to proceed

1. Even though initial authority should have been granted to the Task Force to improve the reading program, it may be essential to reaffirm this authority at some steps of the process.

2. Accurate documentation is regarded as essential to the granting of authority especially for those steps requiring additional funding.

3. If authority is withheld:

(a) Seek clarification for the withholding and plan appropriate alternatives to overcome the deficiencies.

(b) Suspend the Task Force temporarily.

4. Proceed to the next step (chart) when all of the above evaluative steps have been accomplished.

5. Record completion progress on chart Number 10.

DATA COLLECTION

Grade Level _____ Date of Test _____ Evaluation Instrument Used _____

Number of Students _____

SUBJECT OR AREA	OPTIONAL							Class Range	Class Average	Norm	Diff. betwe Class Avera and Norm (in months
	More than 2 years below	1-2 years below	1/2 to 1 year below	1/2 year above to 1/2 year below	1/2 to 1 year above	1-2 years above	More than 2 years above				
VOCABULARY											
READING COMPREHENSION											
SPELLING											
WORD USAGE											
STUDY SKILLS											

Transfer data from the last column to the 2A Chart.

Right-to-Read
Chart 2A

STANDARDIZED TESTS

The suggested test areas on Chart 2A are: Word recognition, vocabulary, reading comprehension, spelling, and word usage. Add or delete according to your district's inclinations. Information from standardized tests should reveal some reading needs. The Task Force must consider the unique qualities of particular tests in these areas before making selections, i.e., the selected test must, in fact, evaluate accurately the area under consideration. Standardized tests in other subject areas could be included also. There is a general description and evaluation of seven reading tests (Anchor Test Study) that schools are encouraged to use at the end of this article. These were selected for the Anchor Test Study because, at the present time, they are widely used. The Anchor Test Study provides a means for comparing scores on the seven tests. Without this comparison, a score of one month below the norm on one test for a particular child did not mean the same as it did for another child who is one month below the norm on a different test.

In collecting data on student performance, the following examples and explanations may prove helpful. The blank forms should be filled, ready for data transfer to Chart 2A, when appropriate information has been gathered. Information on reading comprehension, word recognition, and other achievement data may be gathered from currently existing student files. Where current data are not available on a given group of students, data gathered during the previous school year may be substituted. However, data should be no more than one year old.

DATA COLLECTION

Grade or Level Grade 4

Subject or Area	Evaluation Instrument Used	Date	Class Range	Class Average	Norm**	Diff. between Class Average and Norm (In Months)
Reading Vocabulary	California Achievement Reading 1970 Form A	Feb. 4	2.1	3.9	4.5	-6

**The norm is unique to the test used. It should be stated for each evaluative instrument used.

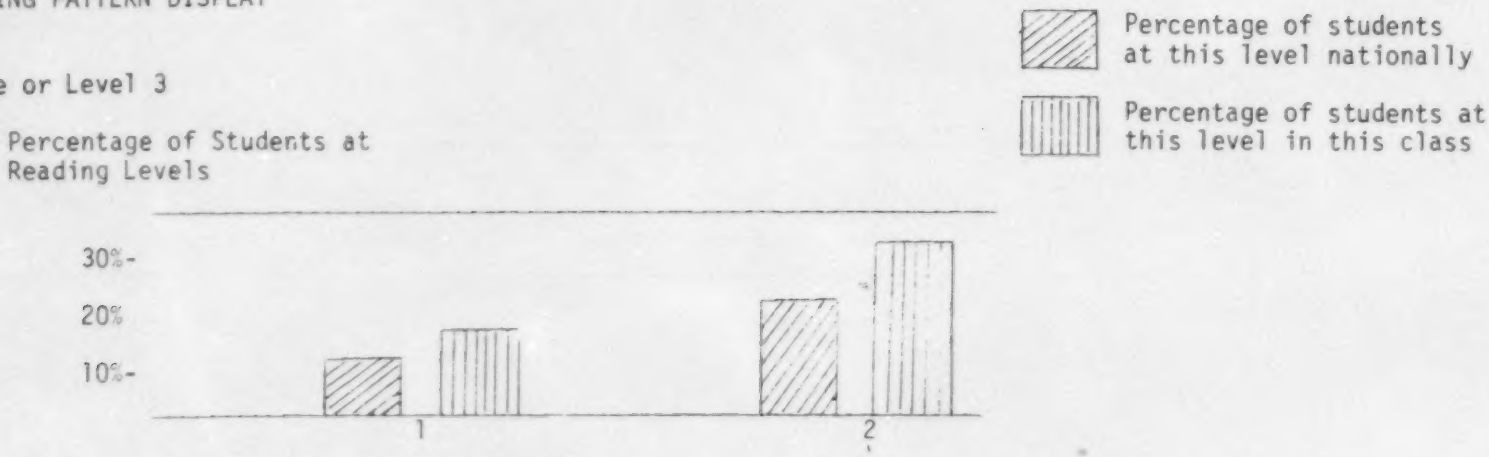
For each grade or level the difference between the class average and the test norm (in Months) should be transferred Chart 2, see Appendix A-5 for "Data Collection" form.

Data may be displayed using other formats also. The following is used to focus on achievement patterns within a class. (These data are not transferable to Chart 2.)

Right-to-Read
Chart 2A -- Evaluation

READING PATTERN DISPLAY

Grade or Level 3



A-7 In the above example over 20% of the third grade students read at the first grade level, while nationally only 10% of third graders read at that level.

The list of skills under "student performance" on Chart 2 could be increased by the Task Force as stated previously. Perhaps a statement about reading will clarify reasons for selection of the list. Reading is generally considered to be a consecutive process in which the readers first recognize words using three recognition devices -- a "likeness-and-difference" approach in which they determine the printed letters while excluding those which look almost the same but are not, a context approach in which they use their experience to narrow the possibilities of which word belongs under the topic about which they are reading and in the type of sentence they are reading, and a "matrix" skills which means tha through much reading practice they have learned to note the combinations of vowels and consonants which are unique to the English language. Having recognized the words they then attach a known meaning to it, or deduce one from the context of the sentence. This is an oversimplification, but will serve as justification for standard tests suggested:

(a) Word Recognition -- It is necessary to determine if the student can use devices referred to above, and if not, which give trouble.
(b) Vocabulary -- Which words are meaningless or have meanings so ambiguous as to be useless?
(c) Reading Comprehension -- Can the student gain the information that the author intended to convey -- facts, directions, etc.?
(d) Spelling -- Is the student capable of analyzing words into their "sound" components? This is a further check on word-recognition techniques.
(e) Word Usage -- Does the student understand syntax to the extent that she/he can gain knowledge of time, relationships, subordination, etc? This is important in order to comprehend what is read.

Right-to-Read
Chart 2A -- Evaluation

THE ANCHOR TEST STUDY

The Anchor Test Study had two objectives: (1) to provide the ability to translate a child's score on any one of the seven most widely used standardized reading tests into a score on any of the other tests, and (2) to provide new nationally representative norms for each of the tests involved. An eighth test (The Gates-Macginitie Reading Tests) was later added. The Office of Education published in late 1974 "Equivalence and Norms Tables for Selected Reading Achievement Tests" (Publication 74-305), to meet objective (1) of the Anchor Study.

The Anchor Test Study was conducted by the Educational Testing Service (Western Office, Berkeley, California) under contract from the U.S. Office of Education.

The choices of grades four, five, and six for the Study was made because reading is too crucial early in the child's educational career. Also, available data on testing shows that school systems throughout the nation administer reading tests most frequently in the upper elementary grades.

The eight standardized tests selected for the study are those most widely used by school systems throughout the nation. Data on test usage collected by the U.S. Office of Education show that these eight tests are used with more than 90 percent of the fourth, fifth, and sixth grade children tested by school systems. The test editions, forms, and levels used are listed on the following page.

TESTS FOR LOWER PRIMARY GRADES

The Center for the Study of Evaluation (USLA Graduate School of Education) has evaluated elementary school tests available for all subjects and areas. The resulting publication was CSE Elementary School Test Evaluations.

Right-to-Read
For Use With Chart 2A

TESTS INCLUDED IN ANCHOR TEST STUDY

TITLE/EDITION/FORM	PUBLISHER	SUBTESTS	LEVEL BEING USED FOR GRADE 4	5	6
California Achievement Tests (1970) Reading, Forms A and B.	CTB/McGraw-Hill	Reading Vocabulary Reading Comprehension	Level 3	Level 3	Level 4
Comprehensive Tests of Basic Skills (1968) Forms Q and R	CTB/McGraw-Hill	Reading Vocabulary Reading Comprehension	Level 2	Level 2	Level 3
Gates-MacGinitie Reading	Teachers College Columbia University	Reading Vocabulary Reading Comprehension	Survey D	Survey D	Survey D
Iowa Test of Basic Skills (1970), Forms 5 and 6	Houghton Mifflin	Vocabulary Reading Comprehension	Level 10	Level 11	Level 12
Metropolitan Reading Tests (1970), Forms F and G	Harcourt, Brace, Jovanovich	Word Analysis Reading	Elementary	Intermediate	Intermediate
Sequential Tests of Educational Progress STEP Series II (1969), Forms A and B	Educational Testing Service	Reading	Level 4	Level 4	Level 4
SRA Achievement, Series (1970), Forms E and F	Science Research	Vocabulary Reading	Blue Edition	Blue Edition	Green Edition
Stanford Reading Tests (1964), Forms W and X	Harcourt Brace Jovanovich	Word Meaning Paragraph Meaning	Intermediate	Intermediate	Intermediate

AN INFORMAL READING INVENTORY

Purposes: (1) To permit the teacher to find the level on which a child should be instructed in reading, or (2) to tell the teacher whether a particular textbook "fits" the child -- whether it is too hard or too easy.

Materials needed: Series of graded reading textbooks, questions prepared on a selection of at least 100 words from each book.

Selecting stories: Story located between pages 20 and 40 in each book and on at least 100 words.

Questions: Four questions at first grade level, eight at high levels. Multiples of four make scoring easier. At least one-fourth of questions involve thought beyond what is stated in copy. ("The story didn't tell us, but what do you think made Nancy late for the party?" "From what you have read, try to describe what you think will happen next.")

Criteria for success: COMPREHENSION -- Understands at least three-fourths of main ideas (answers three-fourths of comprehension questions). WORD RECOGNITION -- Misses not more than one of each twenty words read -- includes misses both in silent reading and in oral re-reading. Proper names and additional misses on same word are not counted.

Determining instructional level: Highest level at which child meets both criteria for success.

When to use: Use with those children about whose reading instructional level the teacher is in doubt. Not all pupils need it. May be used in beginning of year to help in grouping children for instruction if teacher does not have sufficient information about some children. May also be used in getting instructional level in remedial work.

How to give the informal reading inventory:

1. Assemble books to be used.
2. Select one in which child is likely to succeed.
3. After quick attempt at motivation, ask child to read selection silently.
4. As child reads silently, record in section A (WORDS ASKED DURING SILENT READING) any words on which help is requested. Mark in section E (SILENT READING CHECK LIST) any symptoms of poor reading.
5. Ask the child questions on the selection. Record in section D (COMPREHENSION AFTER SILENT READING) "plus" for correct answers, "minus" for incorrect answers.
6. Have child read same selection orally. Record in section B (WORDS MISSED IN ORAL READING) any words missed. Check in section F (ORAL READING CHECK LIST) symptoms of poor reading.
7. Determine whether child passed both requirements -- comprehension and word recognition. If so, take next higher level book and repeat from item three. Keep going until student fails on one of the criteria. If failure occurs on first selection tried, drop to a lower level. Instructional level is highest level at which both criteria are met. Sometimes, because of excessive symptoms of poor reading, the examiner may drop to a lower level for the recommended instructional level. Record instructional level in Section G (INSTRUCTIONAL LEVEL).

Right-To-Read
For Use With Chart 2A

Name: _____ Date: _____

Series: _____ Trial Levels: 1___, 2___, 3___, 4___

A. WORDS ASKED DURING SILENT READING:

Trial 1	Trial 2	Trial 3	Trial 4

B. WORDS MISSED IN ORAL READING:

Trial 1	Trial 2	Trial 3	Trial 4

C. SUMMARY OF WORD RECOGNITION:

	Trial 1	Trial 2	Trial 3	Trial 4
Words in selection				
Silent Words asked				
Oral Words missed				
TOTAL WORDS MISSED				
Satisfactory or Poor				
	SP	SP	SP	SP

D. COMPREHENSION AFTER SILENT READING:

Trial 1	Trial 2	Trial 3	Trial 4
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
SP	SP	SP	SP

E. SILENT READING CHECK LIST:

1	2	3	4	
				Moves lips, no sound
				Whispers
				Points at words
				Book held too close
				Book held too far away
				Appears tense
				Moves head
				Reads slowly

F. ORAL READING CHECK LIST:

1	2	3	4	
				Word-by-Word reader
				Inappropriate phrasing
				Ignores punctuation
				Many Mispronunciations
				Faulty enunciation
				Monotonous voice
				High-pitched voice
				Tense or nervous
				Excessive repetitions
				Loses Place
				Poor sight vocabulary
				Context guesses wrong
				Poor word attack skills
				Reads slowly
				Skips words
				Adds words
				Reads too fast
				Unknown words not tried

G. INSTRUCTIONAL LEVEL: _____

H. NOTES ON WORD ATTACK:

Examiner _____

For Use With Chart 2A

ATTITUDE SCALE

To be used by the teacher to rate each student individually.

Name of Student _____ Date _____

-2	-1	0	+1	+2
Student does not choose to read during free time.				Student frequently chooses to read during free time.

To be used by students to rate themselves.

READING ATTITUDE (Student completes)

Student _____ Date _____

Arrange the following so that what you like to do most is listed first:

Hike, read, watch TV, write a story, etc. . . . .

In which of the following work is reading very much, some, not at all:

	VERY MUCH	SOME	NOT AT ALL
1. Policeman			
2. Nurse			
3. Etc. . .			

Right-to-Read
Chart 2A -- Evaluation

A SCALE TO MEASURE ATTITUDES TOWARD READING -- by Thomas H. Estes*

(Reprinted from the Journal of Reading, November 1971, pp. 135-138, Published by the International Reading Association, Newark, Delaware.)

Aside from the question of whether pupils can read rests a question with an even more elusive answer: Will pupils read? Certainly, how students feel about reading is as important as whether they are able to read, for, as is true for most abilities, the value of reading ability lies in its use rather than its possession.

Fortunately, Books and the Teenage Reader, by G. Robert Carlsen (1967); Hooked on Books: Program and Proof, by Daniel Fader and Elton McNeil (1966); and Developing Attitudes Toward Learning, by Robert Mager (1969) have replaced the mystery of attitude change with specific suggestions.

A corollary problem has remained unsolved thus far, however. How does one measure change in attitude toward reading? At present, very little help is available to the teacher with this question. Concern over this state of affairs led to the preparation of the attitude scale which will be described herein. It is hoped that reading teachers will see the scale as useful in its present form, but will feel free to modify it to fit their needs. An aid in further development of the scale will soon be available (Estes, in preparation).

CONSTRUCTION OF THE SCALE

Of the several types of attitude scales which could have been designed, the "Liker" or "summate ratings" type was chosen because of its ease of use and generally high accuracy. Such a scale is composed of a list of statements to each of which the examinee is asked to respond on a five point scale varying from "I strongly agree" to "I strongly disagree." Each of the statements in this scale was worded in such a way as to call to mind the object "reading." A summation of values of each student's responses on the scale will yield a quantitative representation of his attitude toward reading. (Hence, the term "summated ratings scale.")

The first step in the construction of the scale was to secure a pool of statements from which could be selected approximately thirty for a tryout scale. A group of 27 high school and elementary teachers in the Charlottesville, Virginia, area were asked to contribute to the initial item pool. Each teacher was given a description of the kind of scale to be constructed and was asked to contribute "statements, the response toward which, will reflect attitude toward the activity of reading." Criteria for attitude scale item formulation and selection, as outlined by Edwards (1957), were provided for the teachers and were utilized in the selection of items for the try-out scale.

*Associate director of the McGuffey Reading Center, University of Virginia: the author thanks Dr. Anna L. Heatherly, at the University of Arkansas, and Mrs. Paige Counts, Title III Director in Fluvana County, Virginia, for helping

Right-to-Read
Chart 2A -- Evaluation

The tryout scale consisted of twenty-eight items. These were administered to a sample of 283 pupils in grades 3-12. Specifically, two classrooms of pupils at each grade level, 3-12, were given the tryout scale. The classes were purposely chosen for their heterogeneous nature. It was desirable to include as wide a variety of attitudes toward reading as possible in order that the scale items have a chance to demonstrate the quality of separating pupils with positive attitudes from those with negative attitudes toward reading. (A crucial question to be asked in the analysis of the scale is that of whether each item tended to be answered positively by those pupils with positive attitudes and negatively by those with negative attitudes.) Earlier research has suggested that one way to insure representation of a wide variety of attitudes is to sample a wide variety of ability levels (Estes, 1969).

ANALYSIS OF THE DATA

Following the tryout administration, the resulting data were analyzed in a two-stage procedure. First, an estimate of the scale's general performance was secured through computation of the mean, standard deviation, and reliability data. Second, an individual analysis of each item was made in terms of its ability to separate a group of people on the basis of attitude toward reading.

Each pupil could rank each of the twenty-eight items on a one to five scale, five being most positive and one most negative. Hence, the theoretically possible range of scores was 28 to 140. The actual range of scores obtained was 55 to 138. The mean of the 280 scores was 102.

One question which arose was whether the scale was performing differently for younger pupils, grades 3-6, as compared to more advanced pupils.

SOURCE OF DATA	RANGE	X	s.d	rel.
Grades 3-6	57-138	106*	16.4	.92
Grades 7-12	55-127	98*	17.1	.96
Total Group	55-138	102	17.1	.94

Table 1: Ranges, means, standard deviations, and reliabilities, with accompanying t-test.

The wide standard deviation on this administration of the scale suggests that a wide variety of attitudes toward reading was represented in the sample and that, considering the rather high discriminatory power of the items, the scale will be sensitive to a variety of attitude types in future administrations.

The reliability data for the scale was computed by the split-half method. The substantial reliability values obtained suggest that in its tryout form, the scale was performing with good consistency -- repeated administrations would

SUMMARY

A scale to measure attitudes toward reading has been described from its inception to its present hopefully useful form. Directions for use of the scale have been delineated. The scale will allow teachers of reading to measure objectively how pupils in their schools and classes feel about reading, allowing a view of the pupil not presently permitted by testing programs.

ATTITUDE SCALE

A = strongly agree
B = agree
C = undecided
D = disagree
E = strongly disagree

1. Reading is for learning but not for enjoyment.
2. Money spent on books is well spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for grade grubbers.
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.
11. Reading becomes boring after about an hour.
12. Most books are too long and dull.
13. Free reading doesn't teach anything.
14. There should be more time for free reading during the school day.
15. There are many books which I hope to read.
16. Books should not be read except for class requirements.
17. Reading is something I can do without.
18. A certain amount of summer vacation should be set aside for reading.
19. Books make good presents.
20. Reading is dull.

REFERENCES

Carlsen, G. R., Books and the Teen-age Reader, New York: Bantam Books, 1967.

Edwards, D. I., Techniques of Attitude Scale Construction, New York: Appleton-Century-Crofts, 1957.

Estes, T., II, "The Measurement of Students' Attitudes Toward What They Study," In H. L. Herbert and P. L. Sanders (Eds.), Research in Reading in the Content Area: First Year Report, Syracuse, New York: Reading and Language Arts Center, Syracuse University, 1969.

Fader, D. N. and McNeal, E. B., Hooked on Books: Program and Proof, New York: Berkeley, 1966.

Mager, R. F., Developing Attitudes Toward Learning, Palo Alto, California: Fearon Press, 1969

INTEREST INVENTORIES

Interest Inventories - Many informal, teacher constructed but commercial inventories are easily obtained if desired. Sometimes they are General Interest, as interests of students do correlate highly with their reading interests. Here, the discussion will be confined to Reading Interest Inventories. In general they are of three kinds: Lists of books from which students are asked to indicate those which interest them, or in which they feel they would be interested; those which use fictitious book titles and ask students to indicate which they would like to read (thereby revealing topics and method of treatment which is most appealing); factors which make books interesting (usually selected by research from books which have proved their appeal to students, or compiled jointly in student and teacher discussions and conferences). Example:

READING INTERESTS

Student _____ Date _____

For each title listed, decide if you would want to read the book listed or not. Use these categories:

WANT TO READ VERY MUCH	DON'T CARE	DO NOT WANT TO READ	
1. _____	_____	_____	Mary and the Waterhole Mystery
2. _____	_____	_____	John Finds a Sister
3. _____	_____	_____	Mystery on the Nile

RATING SCALE INFORMATION

With the exception of the Standardized Test Results, ratings may be recorded in a number of sections of Chart 2. These evaluative ratings should reflect the combined judgements of the members of the Unit Task Force, using the following rating scale:

1 -- completely satisfactory

2 -- some improvements needed

3 -- major improvements needed

4 -- completely unsatisfactory

5 -- inappropriate for grade/level

ASSIGNING PRIORITIES FOR OBJECTIVES

As each chart is completed the Task Force should examine the data as a basis for assigning a priority rating of 1, 2, or 3 in accordance with this scale:

Priority 1 -- missing component or unacceptable condition that must be changed at the outset of the program.

Priority 2 -- weak component, needs strengthening during the coming year.

Priority 3 -- adequate component or non-critical situation to be corrected over period greater than one year.

Decisions on priorities and their recording should be made only after consensus has been reached by all members of the Task Force. These priorities will be entered in the appropriate column, and will be used as a basis for setting up objectives for the proposed reading program.

STAFF DEVELOPMENT NEEDS SUMMARY

What inservice is needed to overcome deficiencies indicated on the Charts?

Chart 2A --

What specific kind of inservice? _____
_____
_____

For what personnel?
Principal _____
Teachers, Grade/Level _____
Paraprofessionals, Grade/Level _____
Volunteers _____

Chart 2B --

What specific kind of inservice? _____
_____
_____

For what personnel?
Principal _____
Teachers, Grade/Level _____
Paraprofessionals, Grade/Level _____
Volunteers _____

If a change of basal reader is planned, what plans for inservice are needed and provided for? _____
_____
_____

Who will provide inservice? _____
_____

Suggestions: District teachers knowledge in material, central office personnel, publishers consultants, teachers from out of district.

How much time do you think will be needed? _____

Chart 2C --

What specific kind of inservice? _____
_____
_____

For what personnel?
Principal _____
Teachers, Grade/Level _____
Paraprofessionals, Grade/Level _____
Volunteers _____

Chart 2D --

What specific kind of inservice? _____
_____

For what personnel?
Principal _____
Teachers, Grade/Level _____
Paraprofessionals, Grade/Level _____
Volunteers _____

Chart 4 --

What specific items need inservice?
Item numbers _____

For what personnel?
Principal _____
Teachers, Grade/Level _____
Paraprofessionals, Grade/Level _____
Volunteers _____

Chart 6 --

If inservice is needed for the Task Force as well as other personnel in the writing of behavioral objectives, see Bibliography Appendix.

Chart 7A --

Will staff inservice be needed to use the instruments and/or other evaluative techniques recommended on this chart?

What specific kind of inservice? _____
_____

For what personnel?
Principal _____
Teachers, Grade/Level _____
Paraprofessionals, Grade/Level _____
Volunteers _____

Chart 7B --

What specific kind of inservice? _____
_____

For what personnel?
Principal _____
Teachers, Grade/Level _____
Paraprofessionals, Grade/Level _____
Volunteers _____

(Duplicate as needed)

SURVEY OF TRAINING IN READING

Please check the appropriate item.

Do you teach reading? _____Yes _____No

Which level do you teach?

___ Elementary
___ Junior High
___ Senior High
___ Other_____
(Specify)

How many years have you taught?

___ 1-5 years
___ 5-10 years
___ 10 plus

What is the highest degree you hold?

___ Bachelor's
___ Master's
___ Specialist's
___ Doctorate

When was your last degree awarded?

___ 1-5 years ago
___ 5-10 years ago
___ 10 plus

Check all the courses that you have taken.

General Courses	Under-grad.	Grad.
Child Development	___	___
Educational Psychology	___	___
Educational Measurement	___	___
Children's Literature	___	___

Experience	yes	no
In-service reading classes	___	___
Reading Workshops	___	___
Professional organizations in reading	___	___
Other reading related experiences (Specify)_____		

Reading Courses	Under-grad.	Grad.
General Background	___	___
Reading Skills & Abilities	___	___
Diagnosis & Remedial Teaching	___	___
Organization of the Reading Program	___	___
Materials	___	___
Application of Reading Skills	___	___

Thank you. We appreciate your time and effort!

(Duplicate as needed)

TEACHER SKILLS IMPROVEMENT FORM

Note: This form may best be used by principal (or supervisor) and teacher together in a conference situation.	Teacher is relatively confident and needs little or no further training	Teacher needs additional training	Comments
A. Motivating Students o Creates and maintains children's interest in reading. o Sets an enthusiastic example for students by using own reading skills and by frequent references to self-reading interests. o Creates a classroom atmosphere in which students know they are expected to learn to read and each expects to learn.			
B. Organization for Reading o Plans instructional time to provide adequate time for all aspects of the reading program. o Maintains materials and supplies in a convenient and orderly manner. o Organizes students into units or groups that work effectively. o Plans instructional activities within the framework of the sequences of reading skills selected for the school. o Plans for paraprofessional activities that relate to specific student objectives.			
C. Empathy for Students o Shows concern and compassion for the individual students who are learning to read.			

TEACHER SKILLS IMPROVEMENT FORM
(continued)

Note: This form may best be used by principal (or supervisor) and teacher together in a conference situation.	Teacher is relatively confident and needs little or no further training	Teacher needs additional training	Comments
D. Diagnosing Reading Problems o Determines the individual student's needs for reading assistance in all areas. o Selects and uses appropriate evaluative instruments to determine individual problem areas.			
E. Prescribing for and Implementing Solutions to Reading Problems o Knows and uses alternative approaches. o Knows of appropriate materials to meet specific instructional needs. o Can choose appropriate materials/approaches for a given reading problem. o Is able to teach the skills determined to be necessary for the individual student. o Uses evaluative instruments to test the accomplishment of individual objectives.			

(Duplicate as Needed)

PARAPROFESSIONAL SKILL IMPROVEMENT FORM

Note: This form may best be completed by the supervisor (or teacher) and the paraprofessional together in a conference situation.	Little or no training is needed	Additional training is needed	Comments
Shows concern and compassion for the individual students who are learning to read.			
Assists with maintenance of orderly care of instructional materials.			
Is supportive of students and encourages them to do their necessary assignment as well as they are able.			
Is able to understand and carry out the teacher's prescription with the students.			
Is accurate in checking and recording student's work.			
Knows basic operation of instructional equipment.			
Has a working knowledge of the basic sets of instructional materials or systems used. Understands author's intent and can use recommended techniques.			
Works at a high level of trust with the classroom teacher.			
Other:			

Media Programs: District and School authored jointly by the American Association of School Librarians (a division of the American Library Association) and the Association of Educational Communications and Technology (an affiliate of the National Education Association) should be used as reference in completing the assessment of your school media program.[1]

Media Programs: District and School delineates guidelines and recommendations for media programs and resources essential for quality education. The publication focuses on qualitative goals, offering criteria for district and school media programs that make exemplary educational experiences available to children and youth. It describes programs designed to respond to both district and school objectives and reflects the vital interrelationships between those operations. All of the recommendations apply to public and parochial school systems and independent schools.

Recommendations for the district media program identify types of resources essential for various program elements, but specific quantities are avoided since they should be determined by the size and scope of the district program. At the school level, quantitative recommendations are based on a module of 250 students and multiples thereof. Recommendations for resources to support individual school media programs are made by clustering types of resources, with a range within these clusters. On this basis, suggested staffing patterns for school media programs show alternative combinations of staff members, including media specialists, other media professionals, technicians, and aides, based on the program emphases of individual schools. Similarly, recommendations for collections provide for ranges that reflect options available in related media formats and differing instructional emphases. Throughout, the purpose of the guidelines is to identify media programs that are responsive to the needs and potential of effective educational programs.

Programs of media services are designed to assist learners to grow in their ability to find, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society. Through the use of media a student acquires and strengthens skills in reading, observing, listening, and communicating ideas. The learner interacts with others, masters knowledges as well as skills, develops a spirit of inquiry, and achieves greater self-motivation, discipline, and capacity for self-evaluation. With a quality media program, a school can challenge its members to participate in exciting and rewarding experiences that satisfy both individual and instructional purposes.[2]

---

[1]The above publication may be ordered from the American Library Association, 50 East Huron Street, Chicago, Illinois, 60611. Estimated cost for this publication is $2.95.

[2]Media Programs: District and School, prepared by the American Association of School Librarians and the Association of Educational Communications and Technology, Chicago: American Library Association, 1975.

STAFF

Recommended: Each school with an enrollment of 250 students requires a full-time media specialist. Additional professional staff members are required to respond to the needs of users in schools with larger enrollments and to provide a full range of media services. Each school with an enrollment of 250 needs a full-time media aide and, in most cases, a full-time media technician. A ratio of two full-time support staff members for every 250 students (or major fraction thereof) is recommended to fully implement a well developed media program. This is based on an analysis of the tasks to be performed and the time required to perform them. Chapter IV, "Personnel," Media Programs: District and School.

	19__-__ Number	Projected Number
Professional: Media Specialist		
Supportive: Media aides and technicians		

EXPENDITURES

To maintain an up-to-date collection of media and equipment that fulfills the instructional program, the annual expenditure of a school district per student should be at least 10 percent of the national Per Pupil Operational Cost as computed by the United States Office of Education. According to the USOE definition, this figure includes the cost of administration, instruction, attendance services, health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges, computed on average daily attendance.

The standard of 10 percent of the Per Pupil Operational Cost for annual expenditures for collections provides for the acquisition of newly published/produced materials, needed materials other than those currently released, replacements, duplicates, media production supplies, cost for preprocessing of materials and items of equipment. For budget purposes, the line labeled "collection" includes all materials, equipment and operational supplies.

Chapter V. "Operation of the Media Program," Media Programs: District and School.

Per Pupil Expenditure

Collection of Media and Equipment

	YES	NO
Do your projected plans include increased support?	___	___
Can you estimate the proposed financial increase for the next school year?	___	___

For Use with Chart 2D

FACILITIES

The collection gains power with good facilities where equipment gets more use, where production increases and where learners desire to return readily to the media center.

		Yes	No
1.	Does the location of the media center provide for easy access and encourage frequent use?	____	____
2.	Does the arrangement of the facilities support usage with a traffic flow that minimizes interruptions and distractions?	____	____
3.	Are there adequate provisions for comfortable and efficient working arrangements for the staff?	____	____
4.	Do the facilities create an environment which encourages the use of alternative media, sponsors inquiry and motivates every type of student to use the collection and draw upon media program services?	____	____
5.	Are viewing, listening and reading areas properly shielded from production and conference areas?	____	____
6.	Are the facilities available for use during and after school hours and during vacation periods?	____	____
7.	Is provision made for equipment associated with production, evaluation and use of materials?	____	____
8.	Has provision been made for adequate electrical outlets, light control, telephone and intercommunication devices, air conditioning, and sound control?	____	____
9.	Are temperature and humidity controls provided which prevent deterioration of collections?	____	____

Chapter VII, "Facilities", Media Programs: District and School.

SELECTION

The school's media collection represents the essential informational base of the instructional program. Media professionals should contribute expertise in evaluating and selecting materials and equipment in the process of building and maintaining adequate collections.

For Use with Chart 2D

	Yes	No
10. Is the selection of the collection guided by a selection policy which is formulated by media staff, administrators, consultants, teachers, students, and representative citizens and adopted by the board of education?	____	____
11. Is the selection of materials a cooperative process which invoives media staff, curriculum consultants, teachers, students and community representitives?	____	____
12. Is the selection of materials coordinated by the director of the district media program and head of the school media program respectively?	____	____
13. Are the materials and equipment evaluated prior to purchase by use of reliable evaluative selection tools and by firsthand examination?	____	____
14. Is the collection re-evaluated continuously?	____	____

ORGANIZATION

15. Does the organization and arrangement of the collection make it easily accessible to users?	____	____
16. Do print, visual, auditory and tactile formats of materials with associated equipment constitute the collection?	____	____
17. Does the collection include textbooks and related instructional materials and system?	____	____

Chapter VI, "Collections," Media Programs: District and School.

SCHOOL COLLECTIONS

Recommended: A collection which is rich in breadth and depth of content and represents varied types of materials, points of view, and forms of expression should be in each school. It is recommended that a school with 500 or fewer students have a minimum collection of 20,000 items or 40 per student. An item is defined as book, film, video tape, filmstrip, transparency, slide, periodical subscription, kit and any other form of material or associated equipment.*

Chapter VI, "Collections," Media Programs: District and School.

*It is possible that the collection in larger schools may provide the needed range in content, levels, forms of expression and formats at a ratio less than 40 items per student.

For Use with Chart 2D

Base recommendations for a school with 500 or fewer users with items located within individual school.

	Collection 197__-7__	197__-7__	197__-7__
Books 8,000 to 12,000 volumes or 16 to 24 per user			
Periodicals and Newspapers 50 to 175 titles			
Filmstrips, sound and silent 500 to 2,000 items or 1 to 4 per user			
Slides and transparencies 2,000 to 6,000 items or 4 to 12 per user			
Graphics: Posters, Art and Study Prints, and Maps and Globes 800 to 1,200 items			
16mm and Super 8mm Sound Films, Video Tapes and Television Reception Access to a minimum of 3,000 titles, with sufficient duplicate prints to satisfy 90 percent of all requests			
Super 8mm Films, Silent 500 to 1,000 items, or 1 to 2 per user			
Audio Recordings: Tapes, Cassettes, Discs and Audio Cards 1,500 to 2,000 items or 3 or 4 per user			
Games and Toys 400 to 750 items			
Models and Sculpture 200 to 500 items			
Specimens 200 to 400 items			
Microforms: Microfilm, Microcard and Microfiche (Types and quantity may vary with program needs)			
Microform Equipment: Readers and Printers 2 readers, 1 of which is portable, plus 1 reader-printer			

For Use with Chart 2D

Base recommendations for a school with 500 or fewer users with items located within individual school (continued).

	Collection 197__-7__	197__-7__	197__-7__
Filmstrip Equipment: Silent and Sound Projectors and Viewers 10 projectors and 30 viewers			
Slide and Transparency Equipment Slide projectors: 6 or 1 for every 100 users Slide viewers: 10 or 1 for every 50 users Overhead projectors: 10 or 1 for every 50 users			
16mm and Super 8mm Sound Projection and Video Playback and Reception Equipment 6 units, with 2 assigned to the media center, plus 1 additional unit for each 100 users			
Super 8mm Equipment 20 cartridge-loaded projectors, plus 1 additional projector for every 75 users			
Audio Equipment: Tape Recorders and Record Players 30 audio reproduction units			
Educational Broadcast Radion 5 AM and FM receivers, plus a central distribution system			
Opaque Projectors 1 per media center and 1 per 500 users			
Microprojectors 1 per media center and 1 or more additional per school			

For Use with Chart 20

Local Production Equipment (Types and amounts of local production equipment reflect the scope and amount of media production performed within the school).

	Collection		
	197__-7__	197__-7__	197__-7__
Copying Machines			
Duplication Machines			
Dry Mount Press			
Paper Cutters			
Transparency Makers			
Typewriters			
Cameras			
Video Tape Equipment			

For Use with Chart 6

WHAT AM I LOOKING FOR?

Location or Study: _____

Observer or Reporter: _____ Date: _____

Components and Criteria Selected from Charts 4 & 6	Component Observable		Application of Component			Could we use this Application?		Would we need to Modify?	
	Yes	No	Good	Fair	Poor	Yes	No	Yes	No
	Comments:								
	Yes	No	Good	Fair	Poor	Yes	No	Yes	No
	Comments:								
	Yes	No	Good	Fair	Poor	Yes	No	Yes	No
	Comments:								
	Yes	No	Good	Fair	Poor	Yes	No	Yes	No
	Comments:								

EVALUATION EXCERCISE: RECOGNIZING WELL-DEFINED OBJECTIVES
(Duplicate as needed)

Please mark in the appropriate column the way you judge each of the following:

BEHAVIORAL	NON-BEHAVIORAL		
_____	_____	1.	To choose appropriate clothing styles for individual types.
_____	_____	2.	To write the correct answers in the spaces provided, to at least 8 out of 10 simple addition problems involving pairs of one digit numbers presented in linear form. (2 + 3 = _____)
_____	_____	3.	To verbally state one's name, address, and telephone number on command.
_____	_____	4.	To know the reasons for highway traffic laws.
_____	_____	5.	To be able to choose appropriate clothing given a social situation and weather conditions.
_____	_____	6.	To compare a photograph and a drawing or sketch.
_____	_____	7.	To recognize that proper health habits affect one's appearance.
_____	_____	8.	To develop an understanding of the concept of money within one class period.
_____	_____	9.	To understand the concept of juvenile status.
_____	_____	10.	To set up, prepare, and operate for 60 seconds a movie projector, of the type used in schools, and do this within 10 minutes of class time.
_____	_____	11.	To underline 10 of 20 given statements which correctly state factors that contribute to safety in a swimming pool.
_____	_____	12.	To develop the concept of money and its uses.
_____	_____	13.	To really understand the concepts of form and balance in art.
_____	_____	14.	To write the numerals from 1 to 10 inclusive on command with no hesitation.
_____	_____	15.	Circle the correct answers to multiplication problems.
_____	_____	16.	To demonstrate an understanding of simple addition facts by successfully computing with 80% accuracy, the sums of pairs of one digit numbers within fifteen minutes.
_____	_____	17.	Given a list of 50 nouns and 50 non-nouns, the student should be able to identify 45 nouns correctly out of 50 choices.
_____	_____	18.	To play actively with other children during noon time recess.
_____	_____	19.	To orally explain the correct meaning of traffic signs that are round, octagonal, or diamond shaped.
_____	_____	20.	To find the numbers of swings per minute and the period of a pendulum set up by the teacher.

CHECKLIST

A behavioral objective should have the following components:

I. (a) A statement of a specific task (observable, measurable behavior).

(b) Who is doing the task. Example: The trainee (who) will be able to write (what) a behavioral objective.

II. A statement of conditions for arriving at competence or how is the task going to be accomplished?

Example: As a result of participating in a three-hour workshop.

III. A statement of criteria which provides a standard of competence against which desired outcomes (task) can be measured.

Example: Measure by accurately rewriting eight out of ten inadequately stated objectives including task, conditions, and criteria.

The completed objective would be as stated: The trainee will be able to write a behavioral objective, as a result of participating in a three-hour workshop. Evidence will be determined when the trainee accurately rewrites eight out of ten inadequately stated objectives including task, conditions, and criteria.

For Use with All Charts GLOSSARY

INSTRUCTIONAL APPROACHES AND PERSONNEL

Basal Readers

The materials in a basal series are carefully systematized, utilizing a series of books, workbooks, tests, and reading aids for each grade level. Vocabulary is controlled, objectives listed, and lesson plans and suggestions for supplemental activities are explained in the teacher's manual. Different basal series may stress different approaches to teaching reading. Some feature a "sight" or whole word approach to reading, others feature an intensive phonics program. Still others use a gradual phonics approach, a linguistics approach (emphasizing sound-symbol relationships) and combinations of approaches.

Code Emphasis

Code emphasis has two sub-categories: synthetic (phonics) and analytic (whole word). Phonics and the whole word approach differ in the sequence in which letter sounds and blends are introduced. In the phonics approach the child learns the individual letter sounds first and then combines them into words. In the whole word approach, words are introduced first and the child develops a sight vocabulary before letter sounds and blends are introduced.

Cross-age or Peer Teaching

This technique uses older students to instruct younger students (2nd and 6th graders are often matched). Older students tutor the younger students in reading, teach and supervise the playing of instructional games, and otherwise assist the teacher for about one period a day. Research indicates this technique benefits both the older and younger students. This arrangement requires careful planning and scheduling to be effective.

Eclectic Approach

The eclectic approach combines different materials for teaching reading according to the teacher's perception of student needs. Whatever combination of materials is selected, the total approach is usually highly dependent on the use of basal readers. Workbooks and other supplementary materials accompany the basals.

Individualized Reading

Individualized instruction may be one of three possible classroom approaches to reading instruction: (1) Adapting instructions to individual needs within (or along with) group instruction. Regardless of materials used, the teacher constantly diagnoses and prescribes for individuals. (2) Individual reading of a variety of reading materisl is the core of the method; each child selects a book that he wishes to read and gets help only when he needs it; each child moves at his own rate. The teacher works with each child at regular intervals to check progress and give assistance. (3) A structured teaching situation in which, although children work individually, they are given specific programmed materials to meet their needs. After mastering a skill, they are given additional practice or placed in a higher level material.

Language Experience

A reading instructional approach which calls for the teacher(s) to build classroom activities upon the real language needs and language experiences of students. According to supporters, "children learn to read as they learn to talk, from a desire to find out or tell something." For example, after children have gone on a field trip, they discuss their experiences. Their comments are then written up in booklets or on large sheets of paper on the classroom walls. These statements then become the "texts" for class reading instruction.

Linguistic Approach

Reading as a language-related process is studied in relation to language by means of structural linguistics. Accurate information about spelling-sound relationships and about the structure of words is considered incidental rather than fundamental to learning to read. The first task for reading instruction should be to give pupils a conscious knowledge of the language patterns they have mastered at the unconscious operational level. Children are taught to read with main emphasis on larger patterns than words. The heart of the approach is moving, as needed, from larger to smaller wholes.

Meaning Emphasis

Meaning emphasis is an approach to reading instruction often used in the basal reading series. The principles upon which this approach is based include: (1) the process of reading should be defined broadly to include as major goals, from the start, not only word recognition but also comprehension and interpretation, appreciation, and application of what is read to the study of personal and social problems; and (2) the child should start with meaningful reading of whole words, sentences, and stories as closely geared to his own experiences and interests as possible. Silent reading should be stressed from the beginning of instruction.

Modified Alphabet (e.g., i.t.a.)

The modified alphabet approach is based on a "new" alphabet to be used by children when learning to read. The alphabet contains all the conventional letters but Q and X, and additional characters are devised to make up the forty-four different sounds in English. These new characters resemble the traditional alphabet visually and each character stands for only one speech sound. Once children have learned to read with this modified alphabet, they switch to the traditional alphabet for all reading. The modified alphabet is not a reading method, but an aid to teachers no matter what other emphasis (code, meaning, etc.) they used in teaching reading.

Programmed Instruction

Programmed instruction is based on individualized materials which are in soft cover form (that is, they can be books, workbooks, or mimeographed sheets). The material to be learned is presented in small steps. Some programmed materials used a linear technique, where material is arranged in a simple ordered sequence, with the student working from the first through the last item. Another method (called branching) allows the student to follow his own route through the material. At given points in the sequence, if he gets the correct answer he may skip a frame or, if he misses an item, he may be rerouted through a series of review frames.

Reading Specialist

For the purposes of Program Planring a "Reading Specialist" is a staff teacher with a specialized background in reading who is responsible for instruction only in reading or language arts. This teacher may handle several different groups of students, instructing each group for one period at a time. Class size may still be large, and teacher aides may not be available, but no additional subject matter responsibility is assigned to this specialized person. Non-staff reading specialists are considered outside consultants.

Single Teacher-Multi Subjects (self-contained classroom)

The teacher of multiple subjects is responsible for a self-contained classroom and provides instruction in all or most of the subjects. The teacher, alternatively, may be responsible for reading, mathematics, and social studies, while other teachers handle art, physical education, etc. The single teacher may or may not have a extensive background in reading, but will be responsible for reading along with other subjects.

Teachers of Reading

Any staff teachers who teach reading, whether they be single teacher-multi subjects, staff reading specialists, or subject matter teachers.

Team Teaching

This technique uses a number of adults for instruction instead of one teacher in a self-contained classroom. Also known as "Differentiated Staffing," team teaching may include:

Master Teacher	Mainly responsible for planning and leadership, does some teaching.
Teacher	Mainly responsible for teaching, participate in planning.
Aides	Assist teachers in classroom, prepare materials, participate in planning.
Volunteers	Assist school staff, participate in planning.

Tutor Aide

A tutor aide serves as a paraprofessional staff member in assisting the reading teacher. The tutor aide provides one-to-one tutoring and/or assists with evaluation of materials and other classroom duties. A tutor aide must have some inservice training in reading instructional techniques.

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